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ABSTRACT

Designed to assist home economics teachers in providing a training program to prepare high school students for jobs in the child care field, this curriculum guide contains a two-year course of study in occupational child care. In the first year, the following nine topics are outlined: (1) an orientation to the philosophies and overview of careers in occupational child care; (2) operational procedures such as clerical duties; (3) basic child development of toddlers and preschoolers; (4) learning activities for children, including basic academic subjects, motor development, and play; (5) program planning; (6) guidance techniques; (7) self-concept and development, stressing the influence of the family; (8) food and nutrition for children; and (9) safety and health, including first aid. The second year encompasses the following subjects: preparation for the world of work; exploring careers in child care; basic child development of infants and school-age children; exceptional children; child abuse and neglect; theories of early children education; selection and arrangement of equipment; and first aid and personal safety. For each topic the concept, performance objectives, generalizations, competencies, suggested learning activities, criterion-referenced tests, and suggested references are listed. An in-depth bibliography is included at the end, preceded by three appendixes containing information on Home Economics Related Occupations (HERO), a vocational youth organization; community advisory committees, and cooperative occupational home economics. (ELG)

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HOME ECONOMICS EDUCATION
GUIDE
FOR OCCUPATIONAL CHILD CARE

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In cooperation with
VIRGINIA DEPARTMENT OF EDUCATION
Division of Vocational Education
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Occupational Child Care

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CONCEPT OUTLINE

Occupational Child Care I

I. Orientation
  A. Occupational Child Care Programs and Philosophies
  B. Overview of Careers in Child Care

II. Operational Procedures
  A. Clerical Duties
    1. Program Reports
    2. Children's Folders
    3. Information Handbook, Pamphlet, Brochure
    4. Application Forms
    5. Billing
  B. Requisitioning Equipment and Supplies
  C. Maintaining Equipment and Supplies

III. Basic Child Development: Toddler, Preschooler
  A. Influences on Development
  B. Characteristics of Development
  C. Physical Development
  D. Social-Emotional Development
  E. Intellectual Development

IV. Learning Activities for Children
  A. Art
  B. Drama
  C. Free-choice Play
  D. Language Arts (Communication)
  E. Language Arts (Reading)
  F. Manipulative Play
  G. Math
  H. Motor Development (Outdoor Play)
  I. Music
  J. Science
  K. Social Studies

V. Program Planning
  A. Developing Goals and Objectives
  B. Curriculum
  C. Preparation of Teaching Materials
  D. Public Relations

VI. Guidance Techniques

VII. Self-concept and Development
   A. Family Life Cycle
   B. Family Interaction
   C. Family Environment
   D. Basic Human Needs

VIII. Food for Children
   A. Nutritional Requirements
   B. Food Habits
   C. Menu Planning
   D. Preparation Procedures

IX. Providing a Safe and Healthy Environment
   A. Insuring Safety
   B. Promoting Children's Health
   C. First Aid, Handling Emergencies

CONCEPT OUTLINE

Occupational Child Care II

I. Preparation For The World Of Work
    A. Grooming
    B. Identifying Jobs
    C. Finding a Job
    D. Credential File
    E. Applying
    F. Interviews
    G. Accepting and Rejecting Job Offers.

II. Exploring Careers in Child Care

III. Basic Child Development: Infancy, School-age
    A. Infancy
    B. School-age

IV. Exceptional Children

V. Child Abuse/Neglect

VI. Theories of Early Children Education

VII. Selection and Arrangement of Equipment
    A. Selection of Appropriate Equipment
    B. Types of Learning Centers

VIII. First Aid and Personal Safety**

** It is suggested that the Red Cross First Aid Course be used to cover this unit. The instructor's manual and guest speakers would facilitate this suggestion.

FOREWARD

This guide was developed with a grant provided by the Virginia Department of Education, Division of Vocational Education, Home Economics Education Service. The guide has been designed to give assistance to the occupational home economics teacher in providing a training program to prepare high school students for entering employment in child care occupations. Home economics occupational programs provide training in technical skills and abilities for delivery of home-related services needed by society.

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study sequence of concepts and generalizations, performance objectives, suggested learning activities, and criterion-referenced measures. The "Performance Objectives" listed for each course outline topic specify student performance to be demonstrated upon the completion of instruction. The "Competencies" listed for each course outline topic refer to skills, behaviors, attitudes, and knowledge that the graduate of the training program would be able to utilize on the job. The assumption is that students will be able to demonstrate the listed competencies in an actual job setting if they can achieve satisfactorily the instructional objectives on the basis of criterion-referenced evaluation.

Whenever possible, listed occupational competencies have been derived from Vocational-Technical Education Consortium of States (V-TECS) catalog task analyses. All V-TECS references for the Occupational Child Care Curriculum Guide may be found in the Child-Care Worker catalog of performance objectives, criterion-referenced measures and performance guides. In addition, the catalog offers numerous evaluation forms and checklists which would be indispensible in working through the units in this guide.

INTRODUCTION

Education in occupational child care offers many opportunities for employment for those who complete the programs. In order to take advantage of employment opportunities, students in these programs must have the best training available. This curriculum guide was designed to help improve the quality of instruction in Home Economics Occupational Child Care classrooms throughout the Commonwealth. It relies heavily on the competency-based task analyses and subsequent publication, Child Care Worker, by the Vocational Technical Education Consortium of States.

In the true sense of the word, a competency is an attitude, behavior, knowledge, or skill which a person possesses. Working with human beings, in this case children, requires more than just the ability to perform. Therefore, the competencies listed in this guide reflect the broad definition of the term. Evaluation of the achievement of the competencies is most often based upon evaluation, analysis and synthesis in real or contrived situations. Although initially teachers may find this approach to be cumbersome, the underlying assumption is quite sound. Memorizing facts which can not be applied give one few of the competencies needed for working with young children.

In addition, the learning activities suggested are meant to be neither definitive nor exhaustive. They are merely suggestions. The three most important factors to remember when planning learning activities for the various units within this curriculum are: 1. Plan activities which are sequenced for concept development, 2. Plan activities to which the students can relate, and 3. Plan activities which involve the students, giving them responsibility for their own learning where possible.

Finally, federally funded vocational programs are required by law to have an advisory committee. The procedure for establishing such a committee is outlined in Appendix B. In addition, a HERO Chapter and the establishment of a CO-OP Program are highly recommended. Information pertaining to these two areas can be found in Appedices C and A.

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First Year Program

I.

Orientation

Concept: Orientation to Occupational Child Care

Performance Objective: Given appropriate references, write a personal philosophy of child care. Include the types of care presently available and tell why you agree or disagree with their approach.

Generalizations:

1. The role of children in society has changed as family function has changed.
2. As society and family structure has changed, the early education of young children has evolved.
3. Child care centers have assumed some of the functions which historically were considered to be the responsibility of home and family.

Competencies:

1. Identify the evolution of children's roles in the family unit.
2. Identify the value children have in our society.
3. Determine the importance of teaching young children.
4. Define child development.
5. Discuss how societal conditions influence family life styles.
6. Identify how changing life styles (women's roles) influence the provision of child care in our society.
7. Discuss the purpose of child care.
8. List the types of child care.
9. List and give philosophies of the types of centers/schools.

Suggested Learning Activities:

1. Perspectives on child role development:
   1) Review related material.
   2) Role play children in family situations at various points in history.
   3) Review laws affecting children.
   4) Discuss why men/women decide to have children.
   5) Provide or view clothing changes of children. Discuss.
2. List influences children have on the market (commercials on Saturday morning television, children in grocery market, food at checkout counter).
3. Discuss how values instilled in children influence society.
4. Debate "population boom vs. zero population" and discuss their possible influences on society.
5. Discuss how educating youth has affected technology.
6. Compare/contrast differences in people who attend preschool and those who do not.
7. Discuss the influence of early education on future development of individuals.
8. Using two references, find a definition for child development.
9. Discuss:
   1) Mobility
   2) Women's movement
   3) Energy shortage
   4) War
   5) Working mothers
   6) Death/divorce - single parent

   and their influence on the rearing and education of children today.
10. Review literature related to child care.
11. Write a short paragraph telling why child care is important in today's society.
12. In small groups review types of child care and purposes of each.
13. Using the phone book list all child care centers in local area; research and label as to type of care.
14. 1) Review materials related to day care center philosophies.
    2) Record types of centers with philosophies.
    3) Make a file folder of centers. Include address, director, type of center.
    4) Acquire a map and circle location.

Criterion-Referenced Measure: Give each student access to appropriate references. Have the students write a personal philosophy of child care stating why they agree or disagree with the various approaches of different types of centers. Evaluate this activity according to the knowledge of 1) child care philosophies and 2) types of centers which the student displays. A checklist of philosophies and types of centers would be valuable in the final evaluation of the students.

Suggested References for this Unit:

Administering Early Childhood Education Programs. pp. 1-9.

Caring for Children. Draper and Draper. pp. 12, 14, 324-329.

Child Care and Development Occupations - Competency-Based Teaching Modules. Modules 22 and 25. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Family Development. VPI&SU Extension Publication #86. *Women's Role Today*.

Introduction to Early Childhood Education. Hildebrand. pp. 3, 6-18.

Occupational Child Development. Mid-America Vocational Curriculum Consortium, 1975. pp. 51B-88B.

West Virginia Competency-Based Child Care Curriculum. 1977. pp. 123-128.

Concept: Overview of Careers in Child Care

Performance Objective: Given a list of careers in child care, choose two that most interest you. State why the career appeals to you and the qualifications needed to obtain such a position.

Generalizations:

1. Opportunities for employment in child care related careers continue to expand as the structure and functions of families change.
2. Ability in human relationships skills is an importand characteristic of persons who work with young children.
3. Personal satisfaction and maturity can occur from working with young children.

Competencies:

1. Identify careers available in working with young children.
2. Identify methods of career preparation for jobs related to working with children.
3. Identify personal qualities necessary for working with children.
4. Evaluate career opportunities in view of personal qualities possessed.

Suggested Learning Activities:

1. Participate in a class discussion of the changing structure and function of society and family and how this has broadened career opportunities in the area of child care/development.
2. Review articles in popular magazines and list careers related to children which are discussed.
3. Discuss the contribution of home economics training to career opportunities in child care/development.
4. Brainstorm and list occupations related to child care/development.
5. Research and write a brief summary of preparation requirements for various occupations related to child care/development.
6. Construct a bulletin board or chart which depicts occupations in child care/development.
7. In small groups discuss personal characteristics and interests needed (and why) of persons who work with children. Keep a record of characteristics discussed.
8. In large groups, develop a checklist of desirable characteristics and interests of persons who work with small children.
9. Evaluate personal characteristics using the checklist developed in activity 8.
10. Formulate methods of achieving personal characteristics needed for successful functioning in a career with small children.

Criterion-Referenced Measure: Give each student a list of careers related to child care/development. Allow the students to use their self-evaluation checklist of personal characteristics. Have the students choose two careers in child care/development in which they feel they would function most effectively. They should write a brief summary statement of what the careers involve, how much and what kind of preparation is needed for the careers chosen, and why they feel that these particular careers in child care/development interest them the most.

Suggested References for this Unit:

Caring for Children. Draper and Draper.

Child Care Careers. Fane.

Child Care and Development Occupations - Competency-Based Teaching Modules. Modules 1, 7, 8, 22, 25. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Exploring Careers in Child Care. McKnight Publishing Co. Unit 8.

Good Schools for Young Children. Dales, Leeper, et al.

Occupational Child Development. Mid-America Vocational Curriculum Consortium, 1975. Section B, Units I, III.

Texas Tech Child Care Aide Manual, 1977. pp. 7-18.

II.

Operational Procedures

Concept: Clerical Duties - Program Reports

Performance Objective: Given a case study and the appropriate forms, complete a program report to the specifications of the instructor's checklist.

Generalization: Program reports help child care workers to evaluate, revise, and publicize child care programs.

Competencies:

1. Identify types of program reports.
2. Determine appropriate format of program reports for a variety of child care programs.
3. Identify information necessary to include in a program report.
4. Complete program report.

Suggested Learning Activities:

1. Define program report.
2. Discuss program reporting procedures.
3. List reasons why program reporting is important.
4. Using Appendix M in Caring for Children and local forms, list all program reports necessary in the operation of a preschool program.
5. Brainstorm information necessary to include in a program report.

Criterion-Referenced Measure: Give each student a case concerning a child care program and appropriate forms. Have the students complete a program report according to criteria listed on a teacher-developed checklist.

Concept: Clerical Duties - Children's Folders

Performance Objective: Given appropriate forms and necessary information, complete a folder for a child who has been accepted into the program. The folder will be evaluated according to the criteria listed on the instructor's checklist.

Generalization: Information on child care participants can assist the child care worker in program planning, parent conferences, and should emergency situations arise.

Competencies:

1. Identify information needed pertaining to child care participants.
2. Determine information needed on a child care participant should an emergency situation arise.
3. List reasons for keeping information folders on child care participants up to date.
4. Ability to keep accurate and up-to-date records on child care participants.

Suggested Learning Activities:

1. Brainstorm information needed on a child care participant.
2. Discuss ideas from activity 1; why is this information needed?
3. List information needed in case of an emergency.
4. Collect forms from local day care centers and nursery schools. Compare and contrast information requested from one center/school to another.
5. Develop in small groups an information collection form to be submitted to the parents of child care/nursery participants. Discuss.
6. Develop an emergency information form; discuss.
7. Discuss in a large group situation the need for confidentiality regarding the folders of child care participants.
8. Pairs of students complete an information folder on each other as they would for a child care participant.

Criterion-Referenced Measure: Give each student a hypothetical history of a child care participant and forms appropriate for an information folder. Have the students analyze the information and complete the folder. This activity should be evaluated according to the criteria on a teacher-developed checklist.

Sample Forms: (use for discussion purposes)

1. Emergency Card
2. Emergency Information
3. Developmental History

Other Forms Which One Might Wish to Develop:

1. Medical-Dental History
2. Daily Health Check
3. Family Background; i.e. socio-economic level, number of siblings, marital status of parents, religion, nationality, etc.

Nursery School Emergency Card

Child's Name ______________________________ Age_____
Address ______________________________ Telephone__________
Mother's Name ______________________________
Occupation ______________________________ Telephone__________
Father's Name ______________________________
Occupation ______________________________ Telephone__________

In case we cannot reach you, the following will assume responsibility:

Name ______________________________ Relationship__________
Telephone____________________
Name ______________________________ Relationship__________
Telephone____________________

Has your child been properly immunized?

Measles Shot_____ D.P.T. _______ Polio Shot_____

If not, we strongly advise that you have the proper shots before starting our nursery school.

Are there any medical problems, handicaps, or allergies we should know about? If so please explain.______________________________
____
____
____

Physician's Name ______________________________
Address ______________________________
Telephone____________________

Signature of parent or guardian

______________________________ Date______

Developmental History

1. Has your child had experiences in playing with other children? Explain. ____
____

2. With what age groups has your child had interaction experiences?
____

3. How do you feel your child relates to other children?__________
__________________________To brothers and sisters__________________________Other adults__________
__________________________Strangers __________________________

4. By nature is your child friendly_____aggressive______________
shy ______ or withdrawn____________.

5. Does your child enjoy being alone or with other children?
____

6. Do you feel he/she will adjust easily to the day care situation?____

7. Does your child demand a lot of adult attention?______________

8. What makes your child mad or upset?______________________
____

9. Is your child willing to try new foods?______________________

10. Do you know any particular concerns regarding your child's eating habits?____

11. How does your child react to correction?______________________
____

12. How does your child react when he/she does not get their way?
____
____

13. How does your child show his/her feelings?____________________
____

14. How is your child generally disciplined?______________________
____

15. Does your child have any physical or mental handicaps of which we should be aware?____
____

16. Is your child frightened by: animals?______dark?_____________
loud noises?_________storms?_________rough children?__________
Other?____

17. Name your child's favorite activities at home.________________
____
____

18. Does your child like to be read to?__________________________
Listen to music?______________________________________

19. Does your child prefer to play outdoors?_____________________
Does he/she like to run, jump?___________________________

20. Has your child had experience with: clay?____scissors?_______
blocks?________easel painting?_______finger painting?_________
water play?_________sand?________

Have there been any major crises in your family such as divorce, death, accidents or illnesses with might have an effect on the emotional well-being of your child? Please explain.______________
____
____
____
____

Concept: Clerical Duties - Information Handbook, Pamphlet, Brochure

Performance Objective: Given appropriate information, develop a pamphlet, brochure, or handbook describing the child care center/nursery school program. Include information on the structure and function of the program as well as a brief explanation of what preschool programs offer to parents and children. If possible distribute the finished product to the offices of pediatricians, family-practice doctors, churches, etc.

Generalization: A well-designed handbook, pamphlet, and/or brochure is informative, concise, and easy to read. It will serve to publicize to the general public and parents of participants the program philosophy and goals.

Competencies:

1. Identify types of publications of day care centers and nursery schools.
2. Evaluate information in day care/nursery school publications.
3. Identify need for publications which describe the philosophy and goals of a day care/nursery school program.
4. Design, duplicate, and distribute an informative publication on day care/nursery school programs.

Suggested Learning Activities:

1. Brainstorm content appropriate for a day care/nursery school publication. Develop a checklist.
2. Survey local day care centers and nursery schools and find out how they publicize their programs.
3. Collect samples of day care/nursery school publications.
4. Evaluate publications collected in activity 3 according to the criteria developed in activity 1.
5. In small groups design one publication that could keep parents informed of the "happenings" in the center/school. Include an explanation of how the publication would be duplicated and distributed.

Criterion-Referenced Measure: Have the students as a group design, duplicate, and distribute a publication which provides information about your program. Assign single students or pairs of students specific tasks such as cover, philosophy of program, goals, program structure, activities, contribution to the development of the young child, etc.

Concept: Clerical Duties - Application Forms

Performance Objective: Given necessary information, develop an application form which will allow the choice of child care/ nursery participants who conform to the goals and purposes of the program and who will most benefit from the program.

Generalization: Application forms help to collect information which will allow the participants in the program to be chosen in a somewhat objective fashion, while at the same time assuring that the goals and purposes of the program are not overlooked.

Competencies:

1. Determine criteria for the selection of child care/ nursery school participants.
2. Establish policy for reviewing and evaluating applications.
3. Develop application forms.

Suggested Learning Activities:

1. Review goals, purposes, and funding of program to establish guidelines for child care/nursery school participants.
2. Collect and discuss application forms used by local child care/nursery school participants.
3. Brainstorm a list of information which would help to evaluate applicants to the program.
4. Discuss need for application procedures and deadlines.

Criterion-Referenced Measure: Give each student access to the goals, philosophy, and funding requirements of the program. Have the students develop an application form and evaluate this form according to the criteria listed on a teacher-developed checklist. After completing the form, give each student information on six children. Have the student complete his/her developed application form and choose the three children most appropriate to the program in terms of purposes, goals, philosophy, and benefit to the child. Have students justify their choice.

Sample Application Form - use for discussion purposes.

Nursery School Application

Personal Information:
Child's Name ______________________________ Sex ______ Race ___________
Date of Birth _____________________________ Age ______
Home Address ______________________________ City __________ State ____
Home Telephone _______________
Father's Name _____________________________ Occupation ______________
Mother's Name _____________________________ Occupation ______________
Parent or Guardian with legal custody ______________________________
Number of brothers ______________ Ages ______________________________
Number of sisters _______________ Ages ______________________________

We can accept only one child per family.

Concept: Clerical Duties - Billing

Performance Objective: Given necessary information, prepare a billing statement for the parents/guardian of a child care/nursery school program participant. This activity will be evaluated according to the criteria on a teacher-developed checklist.

Generalization: Maintaining accurate billing records and procedures helps to assure prompt payment and eliminate unnecessary charges.

Competencies:

1. Perform mathematical skills.
2. Define the term "bill".
3. Identify the parts of a bill.
4. Demonstrate an understanding of billing procedure.
5. Prepare a billing statement.

Suggested Learning Activities:

1. Discuss the purpose of "billing" in child care/nursery school programs.
2. Survey local child care/nursery school programs and collect information pertaining to charges and billing procedures for participants.
3. Review and practice mathematical skills of addition, subtraction, division and multiplication.
4. In small groups identify parts of a child care/nursery school bill necessary for accurate record keeping.
5. Construct a bill which would suit the needs of the child care/nursery school program.

Criterion-Referenced Measure: Give each student the necessary information and forms. Have the students complete a billing statement which could be sent to the parent/guardian of the child care/nursery school participant. Evaluate this activity according to criteria on a teacher-developed checklist.

Concept: Operational Procedures - Requisitioning Equipment and Supplies

Performance Objective: Given appropriate forms and access to necessary information, complete requisitions for one piece of equipment and one item of consumable supplies. The completed requisitions will be evaluated according to the criteria on a teacher-developed checklist.

Generalization: Knowledge of and ability to use requisitioning procedures and forms helps to assure that child care/nursery school programs will be properly equipped and supplied throughout the school year.

Competencies:

1. Define the term "requisition".
2. Distinguish supplies from equipment.
3. Identify items a child care provider may not be provided with for routine activities.
4. Demonstrate ability to anticipate need for and requisition of supplies.
5. Determine characteristics of equipment which needs to be replaced.
6. Determine methods used for distributing supplies and equipment.
7. State justification for the purchasing of new equipment.
8. Identify vendors for child care/nursery school supplies.
9. Demonstrate the ability to get the best buy for the money available.

Suggested Learning Activities:

1. Discuss the meaning of the term "requisition".
2. Discuss the reason for requisitioning equipment and supplies.
3. Brainstorm a list of equipment and supplies which could be requisitioned.
4. Survey local child care/nursery school programs. Find out their procedures for requisitioning supplies and equipment.
5. Research procedures for requisitioning equipment and supplies in existing program.
6. Research and make a file of vendors from whom supplies and equipment could be requisitioned.
7. Complete a requisition form as a class activity.

Criterion-Referenced Measure: Give each student the appropriate requisition forms and access to necessary information. Have the students complete the requisitions for one piece of equipment and one item of consumable supplies. Evaluate this activity according to critera on a teacher-developed checklist.

Concept: Operational Procedures - Maintaining Equipment and Supplies

Performance Objective: Given one piece of equipment or a type of supply used in the child care/nursery school program, develop a method of storage and maintenance which will be safe and secure.

Generalization: Well-maintained and properly stored equipment and supplies aid in the operation of a child care/nursery school program.

Competencies:

1. Define the term "maintenance".
2. Determine availability of storage space for equipment and supplies.
3. Identify convenient and logical storage areas for equipment and supplies.
4. Determine security precautions necessary for storage of equipment and supplies.
5. Practice methods of conserving consumable supplies.
6. Identify methods of determining when equipment and/or supplies need to be replaced.

Suggested Learning Activities:

1. Discuss the term "maintenance".
2. Brainstorm a list of items pertaining to the maintenance of equipment and supplies. Discuss.
3. Evaluate in pairs of students the child care/nursery school facilities. Note aspects related to the security of equipment and supplies. Suggest methods for improving security within the facilities.
4. Develop a checklist for evaluating indoor and outdoor equipment.
5. Choose one piece of equipment and evaluate it in terms of the checklist developed in activity 4.
6. Develop a format for identifying the amount of consumable supplies "on hand", "on order", and "needed to order".
7. In small groups, list methods of conserving consumable supplies.
8. Discuss importance of a well-maintained preschool facility.
9. Evaluate equipment and supplies and complete necessary maintenance forms.

Criterion-Referenced Measure: Assign each student one piece of equipment or type of supply which is used in the child care/ nursery school program. Have the student develop, in writing, methods of storage and maintenance for the item. Evaluate this activity through the use of a student-teacher developed checklist.

Suggested References for this Unit:

Caring for Children. Appendix M, N, Chapter 20.

Child Care and Development Occupations - Competency Based Teaching Modules. Superintendent of Documents. Washington, D. C. 20402. Stock #1780-01360. Modules 6, 7, 8, Appendices. Also 9, 23.

"Child-Care Worker." V-TECS Catalog. Pp. 51-53, 129, 131, 133, and 139-156.

Good Schools for Young Children. Leeper et al. Chapter 21.

The Nursery School. Read Chapter 5, p. 57.

III.

Basic Child Development: Toddler, Preschooler

Concept: Influences on Development: Toddler, Preschooler

Performance Objective: Given two case studies on development of a toddler and/or preschooler, identify and list all the environmental and inherited influences according to the instructor's checklist.

Generalizations:

1. Development is the product of the person responding to his environment.
2. An infant is born with certain capacities for growth (heredity) which determine the limits within which it can develop.
3. Environmental forces interact to shape and influence development.

Competencies:

1. Define the terms heredity and environment.
2. Identify developmental characteristics which are influenced by heredity.
3. Identify sources of environmental influence in home and community.
4. Identify developmental characteristics which are influenced by environment.
5. Evaluate the effects of harmful environmental influences on development.
6. Analyze the interactive effects of heredity and environment on the development of toddlers and preschoolers.

Suggested Learning Activities:

1. Research and discuss the definition of "heredity" and "environment".
2. Compile a list of inherited characteristics.
3. Survey the class members to find out the prevalence of individual inherited characteristics.
4. Discuss how inherited characteristics influence development.
5. Brainstorm a list of environmental influences on development.
6. In small groups discuss how environmental influences in home and community could affect development.
7. Choose an instructor-developed card with either a heredity or environment developmental influence. Categorize it and explain justification for category choice to classmates.
8. Compile a chart depicting environmental and heredity influences on development.

Criterion-Referenced Measure: Give each student two case studies, one of a toddler and the other of a preschooler. Have the students list all environmental and hereditary influences in the situation described. Evaluate their responses according to a teacher-developed checklist of the influences depicted.

Suggested References for this Unit:

Caring for Children. Draper and Draper. Part II. Chapters 3-8.

Child Care Aide. Texas Tech. Units III-2, III-3, IV and V.

Child Care and Development. Ames, 1970. Chapters 1, 5, 6, 7, 8.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 5. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Child Growth and Development. 5th edition. Hurlock. Chapters 10-16.

Good Schools for Young Children. Dales, Leeper, et al. Chapters 3, 11.

The Developing Child. Brisbane. 1971.

The Nursery School. Read. Chapter 2, and pp. 15-19.

Understanding and Guiding Young Children. 3rd edition. Fane, et al. Chapters 3, 4.

Concept: Characteristics of Development: Toddler, Preschooler

Performance Objective: After completion of this unit of study, write a two-page summary of individual differences and similarities of the stages of human development as they pertain to the toddler and preschooler.

Generalizations:

1. There is a universal and irreversible pattern of individual human development.
2. Each individual is unique in his potentialities and in his pattern and rate of development.
3. Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development.
4. When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau.

Competencies:

1. Understand the principles of development.
2. Describe the sequence or pattern of development which most toddlers and preschoolers follow.
3. Identify the major development stages of children.
4. Demonstrate knowledge of developmental tasks typical of the first five years of life.
5. Discuss the influence early development has on later development.
6. Evaluate similarities and differences as they pertain to the development of toddlers and preschoolers.

Suggested Learning Activities:

1. Read Child Care and Development (Ames, 1970), pp. 1-10.
2. Read The Developing Child (Brisbane, 1971).
3. Discuss developmental characteristics of toddlers and preschoolers.
4. Observe in a preschool and list examples of characteristics of development noted.
5. Using information from activity 4, explain how the characteristics noted describe developmental stages.
6. Make a wall chart or poster describing and listing similarities and differences in the development of toddlers and preschoolers.

Criterion-Referenced Measure: After completion of this unit of study, have each student write a two-page summary of developmental differences and similarities of toddlers and preschoolers.

Suggested References for this Unit:

Caring for Children. Draper and Draper. Part II. Chapters 3-8.

Child Care Aide. Texas Tech. Units III-2, III-3, IV and V.

Child Care and Development. Ames, 1970. Chapters 1, 5, 6, 7, 8.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 5. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Child Growth and Development. 5th edition. Hurlock. Chapters 10-16.

Good Schools for Young Children. Dales, Leeper, et al. Chapters 3, 11.

The Developing Child. Brisbane, 1971.

The Nursery School. Read. Chapter 2, and pp. 15-19.

Understanding and Guiding Young Children. 3rd edition. Fane, et al. Chapters 3, 4.

Concept: Basic Child Development - Physical Development, Toddler and Preschooler

Performance Objective: Given two case studies (toddler, preschooler), describe the three areas of physical development depicted in the situations according to the written guidelines of the instructor.

Generalizations:

1. Physical development occurs in an orderly fashion although individuals differ in rate and amount of growth.
2. There is a sequential order of motor skill development.
3. The development of the senses contributes to the physical, social-emotional, and intellectual development of the child.

Competencies:

1. Demonstrate knowledge of height and weight characteristics of toddlers and preschoolers.
2. Define motor development and method of progression in the average child.
3. List basic stages of motor development in toddlers and preschoolers.
4. Define sensory development.
5. Discuss children's sensory development.
6. List factors which influence sensory development.
7. Formulate activities which would enhance sensory development.

Suggested Learning Activities:

1. Research and list average heights and weights of toddlers and preschoolers, both girls and boys.
2. Observe and record the heights and weights of five children and compare to research findings (activity 1), i.e.:
    - siblings
    - children in day care centers
    - children in nursery schools
    - neighbors
    - relatives
3. Develop a definition of motor development and discuss in class normal progression (i.e., large to small muscles).
4. Research and record basic stages of motor development.
5. Observe toddlers and preschoolers, record and evaluate their present stage of motor development and predict the next two stages that must be mastered.
6. Research the concept of sensory perception and write a comprehensive definition. Discuss definition in class.
7. Observe toddlers and preschoolers and record all evidences of using sensory perception.
8. Classify recordings (activity 7) into stages and list methods and activities children were participating in to develop these abilities.
9. Evaluate games and activities as to their effectiveness in enhancing the child's sensory perception and motor development.

Criterion-Referenced Measure: Give each student written guidelines for identifying growth, motor development, and sensory perception and two case studies (toddler, preschooler). Have the students analyze each situation in terms of physical development and describe in writing their conclusions.

Suggested References for this Unit:

Caring for Children. Draper and Draper. Part II. Chapters 3-8.

Child Care Aide. Texas Tech. Units III-2, III-3, IV and V.

Child Care and Development. Ames, 1970. Chapters 1, 5, 6, 7, 8.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 5. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Child Growth and Development. 5th edition. Hurlock. Chapters 10-16.

Good Schools for Young Children. Dales, Leeper, et al., Chapters 3, 11.

Occupational Child Development. Mid-America Vocational Curriculum Consortium, 1975. pp. 47D-76D.

The Developing Child. Brisbane, 1971.

The Nursery School. Read. Chapter 2 and pp. 15-19.

Understanding and Guiding Young Children. 3rd edition. Fane, et al. Chapters 3, 4.

Concept: Social-Emotional Development, Toddler and Preschooler

Performance Objective: Define in writing social-emotional development and list 10 characteristics that aid a child in developing a positive social and emotional relationship with self, peers, and adults.

Generalizations:

1. To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself and in the world around him.
2. Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity.
3. Maturation is change in structure that cannot be measured in amount by means of a standard measuring scale, but can be appraised by reference to an orderly sequence of qualities, features, and stages.
4. An optimum atmosphere for the socialization process in our society seems to provide a combination of affection and control.

Competencies:

1. Demonstrate understanding of sequence of socialization.
2. List and describe the stages of play toddlers and preschoolers experience.
3. List and project the process a child must go through in developing both positive social and emotional feelings as well as negative emotions.
4. Analyze the similarities and differences in the socialization processes leading to positive and negative social-emotional development.
5. Define self-control.
6. Analyze the process of developing self-control and independence during the toddler and preschool years.
7. Demonstrate knowledge of methods to help toddlers and preschoolers develop self-control and independence.

Suggested Learning Activities:

1. Formulate and list sequence children must undergo in the socialization process.
2. Research and construct bulletin board, wall chart or posters illustrating and describing each stage of play. (Good small group activity.)
3. Research, discuss and role play children in situations where both positive social and emotional feelings are being developed as well as negative social and emotional feelings that could be developed through poor socialization experiences.
4. Compare and contrast the processes developed in activity 3 in class discussion.
5. Role play children in various stages of social-emotional development.
6. Discuss how social-emotional development could be encouraged.
7. Students discuss and define self-control in selves at present and then in toddlers and preschoolers. Formulate definition.
8. Brainstorm on methods of developing self-control and independence.
9. Research all items listed in activity 8 and justify or disprove.
10. Compile chart or poster of processes used by these ages to develop self-control and independence.
11. List methods to be used in home and school to help children during these ages develop the characteristics of self-control and independence.
12. Evaluate activities, policies and procedures listed in activity 11 as to their effectiveness.
13. Compile a list for local nursery school of most effective ways to help toddlers and preschoolers develop self-control and independence.

Criterion-Referenced Measure: Have each student define in writing the concept of social-emotional development and list 10 characteristics that might aid a child in developing a positive social-emotional relationship with self, peers, and adults.

Suggested References for this Unit:

Caring for Children. Draper and Draper. Part II. Chapters 3-8.

Child Care Aide. Texas Tech. Units III-2, III-3, IV and V.

Child Care and Development. Ames, 1970. Chapters 1, 5, 6, 7, 8.

Child Care and Development Occupations - Competency-Based Teaching Module. Module 5. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Child Growth and Development. 5th edition. Hurlock. Chapters 10-16.

Good Schools for Young Children. Dales, Leeper, et al. Chapters 3, 11.

Occupational Child Development. Mid-America Vocational Curriculum Consortium, 1975, pp. 111D-137D.

The Developing Child. Brisbane, 1971.

The Nursery School. Read. Chapter 2, and pp. 15-19.

Understanding and Guiding Young Children. 3rd edition. Fane, et al., Chapters 3, 4.

Concept: Intellectual Development, Toddler and Preschooler

Performance Objective: Given two case studies, define and explain in writing the methods used with verbal language skills and concept formation to aid toddlers and preschoolers in intellectual development.

Generalizations:

1. There is a universal sequence of language development.
2. Environment and heredity influence the rate and quality of speech development.
3. The development of concepts results from generalizing thoughts and notions from one experience to another.
4. Concept formation encourages the development of vocabulary and understanding.
5. Intellectual development is highly dependent upon the development of language and concept formation.

Competencies:

1. Define verbal-language skills.
2. List verbal skills appropriate to toddlers and preschoolers.
3. Evaluate how verbal skills enhance or limit intellectual development.
4. Analyze methods that could be used with toddlers and preschoolers to develop verbal skills.
5. Define concept formation.
6. List concepts children of each age level should understand.
7. Analyze various methods of teaching concepts to toddlers and preschoolers.
8. Evaluate the importance of concept formation to the intellectual development of the child.

Suggested Learning Activities:

1. Discuss definitions of "verbal" and "language" and state how they apply to toddlers and preschoolers.
2. Formulate a list of at least 10 skills in the verbal area appropriate for the toddler level and preschool level.
3. Observe four children of appropriate levels and record their specific verbal skills.
4. Project in writing how each skill (activity 3) will develop in later years.
5. Discuss the importance of developing the verbal skills.
6. List verbal skills that are essential for the child to learn.
7. Compile a list of methods that would be effective in using with toddlers and preschoolers to aid their developing verbal-language skills.
8. Discuss and brainstorm definitions of a concept.
9. Students in small groups list concepts that toddlers and preschoolers should be forming at their developmental stage. Compile lists in large group.
10. Observe toddlers and preschoolers and concepts they seem to understand.
11. Record methods used to teach concepts to toddlers and preschoolers.
12. Evaluate effectiveness of teaching methods used to teach concepts to toddlers and preschoolers.
13. Discuss the importance of concept formation for the toddler and preschooler.
14. Role play situations that could arise if children did not understand concepts.

Criterion-Referenced Measure: Give each student two case studies (toddler, preschooler). Have the students define the terms and explain in writing the level of verbal-language skills and concept formation depicted in each situation. They should also discuss in writing methods they would use to enhance intellectual growth in these areas. Evaluate this activity through the use of teacher-developed checklist based upon the content in the case situations.

Suggested References for this Unit:

Caring for Children. Draper and Draper. Part II. Chapters 3-8.

Child Care Aide. Texas Tech. Units III-2, III-3, IV and V.

Child Care and Development. Ames, 1970. Chapters 1, 5, 6, 7, 8.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 5. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Child Growth and Development. 5th edition. Hurlock. Chapters 10-16.

Good Schools for Young Children. Dales, Leeper, et al., Chapters 3, 11.

Occupational Child Development. Mid-America Vocational Curriculum Consortium, 1975. pp. 33D-46D, Language, and 83D-96D, Concept Formation.

The Developing Child. Brisbane, 1971.

The Nursery School. Read. Chapter 2, and pp. 15-19.

Understanding and Guiding Young Children. 3rd edition. Fane, et al. Chapters 3, 4.

IV.

Learning Activities For Children

Concept: Art

Performance Objective: Given three case studies and access to appropriate materials and supplies, plan one art activity for each situation. The plan must be written and must include all items on the student worksheet.

Generalization: Art activities are an integral part of a child's creative expression.

Competencies:

1. Demonstrate an understanding of the value of creative art experiences in a young child's life.
2. Identify stages of development of children's art.
3. Determine types of art activities for children at different stages of development.
4. Identify variations in creative art activities for children with special needs.
5. Identify materials and supplies necessary in execution of children's art activities.
6. Anticipate and list possible safety hazards in art projects.
7. Identify evaluative methods for art activities.
8. Write a plan for an art activity for use in a pre-school situation.
9. Organize, present, and evaluate art activities for pre-school children.

Suggested Learning Activities:

1. Explore related literature on stages of children's art expression, i.e.:
   Atlanta H.E.W. Module 13, p. 40
   Psychology of Children's Art
   Good Schools for Young Children, Chapter 19
2. View examples of children's art and categorize according to stages.
3. Participate in student art workshop presented by a specialist to experience a variety of art media.
4. After completing activity 3, discuss feelings.
5. Observe children of various ages involved in art activities and record observations.
6. Observe pre-school children with special needs participating in an art activity.
7. Discuss experiences from learning activities 5 and 6.
8. Identify creative art activities for pre-schoolers.
9. List essential materials and supplies for creative art in a preschool.
10. Discuss possible safety hazards in pre-school art activities.
11. Brainstorm criteria for evaluating a pre-school art activity.
12. View an instructor demonstration of a pre-school art activity and evaluate according to the criteria in activity 11.
13. Plan a pre-school art activity.
14. Present art activity to small groups of peers.
15. Organize, present, and evaluate an art activity to a group of pre-schoolers.

Criterion-Referenced Measure: Give each student three case studies and access to appropriate materials and supplies. Have the student plan one art activity for each situation. The plan should be written and include all items on the student worksheet (teacher-pupil developed, teacher developed or revised).

Suggested References for this Unit:

Caring for Children. Draper and Draper. Chapter 24, Appendix F.

Child Care Worker - V-TECS Catalog, pp. 1-3 and pp. 55-57.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 13. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Good Schools for Young Children. Dales, Leeper et al., Chapter 19.

The Nursery School. Read. Chapter 14.

Concept: Drama

Performance Objectives:

1. Given three case studies and access to appropriate equipment, materials, and supplies, plan one dramatic play activity for each situation. The plan must be written and include all items on the teacher-developed student worksheet.
2. Given a small group of pre-school age children, organize and guide a dramatic play activity which will be evaluated by the teacher-developed checklist.

Generalizations:

1. Drama is an integral part of children's creative expression.
2. Dramatic play allows children to experiment with various personalities in a non-threatening environment.
3. Dramatic play allows children to practice role-modeling behavior in a non-threatening environment.
4. Dramatic play gives children the opportunity to express emotions in a non-threatening environment.

Competencies:

1. Demonstrate an understanding of the value of dramatization to the child and his social development.
2. List the kinds of dramatic play.
3. Formulate a list of materials and supplies necessary for dramatic play activities.
4. Identify dramatic play activities appropriate to the various stages of development.
5. Make a written plan showing how to create an environment conducive to children's dramatization experiences.
6. Prepare an environment conducive to the encouragement of children to dramatic play experiences.
7. Participate in the environment with a group of pre-school children using an encouraging and accepting attitude toward their dramatization.

Suggested Learning Activities:

1. Read A Child Goes Forth, pp. 36-37.
2. Read The Nursery School, pp. 356-365.
3. Read The Nursery School, pp. 354-355.
4. Read The Nursery School, pp. 365-366.
5. Observe a pre-school group for a period of time and record the dramatic play situations. Refer to "Projects" on p. 366 of The Nursery School.
6. Lead a discussion about the varied kinds of dramatic play occurring spontaneously throughout the day and how the environment contributes to this.
7. In small groups discuss how traditional and non-traditional male-female roles can be reinforced through dramatic play.
8. Research and discuss how dramatic play allows children to experiment with various personalities.
9. List and explain emotions which children may more freely express in dramatic play activities.
10. Have students role play different types of dramatic play which may evolve from the different learning environments.
11. Have students sketch different environments which are conducive to stimulating dramatic play and why they think these are.
12. Have students brainstorm on props which could be added to an environment to stimulate dramatic play.
13. Read Ideas That Work by Katherine Baker.
14. Read The Block Book by Elizabeth Heisch.
15. Have students develop a list of remarks which invite participation and which expand dramatic play.

Criterion-Referenced Measures:

1.* Give each student three case studies pertaining to dramatic play and access to appropriate equipment, materials, and supplies. Have the student plan in writing one dramatic play activity for each situation according to the criteria on the student worksheet.

* The teacher will need to either develop three case studies and an appropriate worksheet or modify existing case studies and worksheet for this evaluation activity.

2. Provide the student with a worksheet* and a small group of children. Have the student organize and guide a dramatic play activity to be evaluated by the teacher using the criteria on the worksheet.

* Teacher developed or modified.

Suggested References for this Unit:

The Block Book. Elizabeth Heisch. NAEYC

Child Care and Development Occupations: Competency-Based Teaching Modules. Irene B. Rose and Mary Elizabeth White, Co-Directors. Stock Number 1780-01360, Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 1974.

A Child Goes Forth. Barbara J. Taylor. Brigham Young University Press, Provo, Utah, 1964.

Ideas That Work. Katherine Baker. NAEYC

The Nursery School. Katherine H. Read. W. B. Saunders Co., Philadelphia, 1971.

Concept: Free-Choice Play

Performance Objective: Given five case studies, write an evaluation of the values of the play situations discussed in the case studies according to the instructor's guide sheet.

Generalizations:

1. Play needs differ from one stage of development to another.
2. Play helps children to: 1) internalize values, 2) relieve tensions, concerns, and inhibitions, and 3) construct concepts and relationships.

Competencies:

1. Identify play needs at various stages of development.
2. List free-choice play activities.
3. Identify the contribution free-choice play activities make to physical, social, emotional, and intellectual growth.
4. Identify the adult's role in children's free-choice activities.
5. Identify possible safety hazards associated with children's free-choice play.
6. Supervise children in free-choice play activities.

Suggested Learning Activities:

1. Research and define play.
2. Observe chldren of different ages playing. Record observations and evaluate findings in terms of the stages of play.
3. Read Play Is Education.
4. Observe free-choice play activity time in a day care center, or nursery school.
5. Brainstorm a list of free-choice play activities.
6. Participate in a small group discussion in which free-play activities are characterized into areas of growth and development which they enhance.
7. Read The Nursery School, pp. 169-187.
8. View the following filmstrips:
    1) "Play and Learning About Oneself"
    2) "Play and Learning About the World"
    3) "Play and Parent/Child Relations"

    from Play and Self-Expression, Child Development and Child Health Series, Parents' Magazine Films, Inc.
9. Discuss how adults can encourage or inhibit free-choice play activities.
10. Research toy safety.
11. Develop a checklist of safety factors to consider when choosing toys and equipment for free-choice play activities.
12. Evaluate toys and play equipment in terms of possible safety hazards in free-choice play activities.
13. Supervise a group of young children engaged in free-choice play activities.

Criterion-Referenced Measure: Give each student five case studies involving free-choice play activities. Instruct each student to evaluate the value of the play situations depicted. This should be evaluated using either a student-teacher developed checklist or a teacher-developed (revised) checklist.

Suggested Resources for this Unit:

Administering Early Childhood Education Programs. Stevens and King, 1976.

Child Care Worker, V-TECS Catalog, 1975. pp. 9-11 and pp. 65-66.

Learning Through Play. Marzollo and Lloyd, 1974.

Occupational Child Development. Mid-America Vocational Curriculum Consortium, 1975. pp. 1E-26E.

Organizing Free Play. Modern Talking Pictures (#MTP 9053).

Play Is Education. Publication 631, Extension Division, VPI&SU or Virginia State College. November 1972.

The Nursery School. Read. 1971.

Concept: Language Arts (Communication)

Performance Objectives:

1. Given three case studies and access to appropriate references, plan a communication activity for each situation. The plan must be written and must include all items on the worksheet.
2. Given a group of children and access to appropriate references, organize, conduct, and evaluate a communication activity that will be evaluated according to the instructor's checklist.

Generalization: The foundation for reading and writing is laid through the child's participating in language arts activities.

Competencies:

1. Identify normal sequence of language development.
2. Understand the importance of listening skills in language development in young children.
3. Demonstrate the ability to give clear and well-articulated directions to children.
4. Demonstrate the ability to choose stories appropriate for children at various stages of development.
5. Can read stories to children clearly and with expression.
6. Develop a repertoire of finger plays which encourage language development appropriate for children of different ages.
7. Can plan activities that encourage children to verbalize.
8. Can prepare visual aids to use with finger plays and stories (puppets, flannel board, etc.).
9. Can organize, conduct, and evaluate activities that encourage the language development of children.

Suggested Learning Activities:

1. Read and summarize information concerning the development of language in children.
2. Discuss how listening skills influence the language development of children.
3. Evaluate the appropriateness of story books for children of various ages.
4. Practice in small groups reading children's stories aloud to develop articulation and expression.
5. Role play and discuss proper and improper ways of helping children improve their speech patterns and language skills.
6. Compile a bibliography on file cards of stories appropriate for 2-5 year olds.
7. Observe and listen to children 0-5 years old. Record their speech patterns on an observation sheet.
8. Brainstorm a list of finger plays appropriate for children of different ages.
9. Discuss how finger plays encourage language development of small children.
10. In small groups, describe games which involve children talking about their own feelings, things they do, see, and touch.
11. Plan an activity which encourages language development.
12. Make "props" to illustrate a finger play and/or story.
13. Direct a child-oriented verbal activity. Video-tape or tape record and evaluate the language development of the children.

Criterion-Referenced Measures:

1. Give each student three case studies and access to appropriate references. Have each student plan, in writing, one communication activity suitable for the children described in the situation. Evaluate this plan according to the criteria on a teacher developed or revised worksheet which the student will use.
2. Provide a group of children for each student. Have the student organize and conduct a language arts activity which will be evaluated according to the criteria listed on a teacher-developed or revised checklist.

Suggested References for Unit:

Caring for Children. Mary W. Draper and Henry E. Draper. Charles A. Bennett Co., Inc., Peoria, Illinois 61614. 1975.

Child Care Aide. Texas Tech University, Home Economics Instructional Materials Center, Lubbock, Texas, 1969.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 17. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Child Care Worker - V-TECS Catalog, pp. 47-49 and pp. 85-86.

Concept: Language Arts (Reading)

Performance Objective: Given three case studies and access to reference materials, children's books, materials and supplies, plan one story time for each situation. The plan must be written and must include all items on the worksheet.

Generalization: Children learn to read through listening to stories.

Competencies:

1. Identify preliminary steps to complete before reading to children.
2. Recognize criteria for selecting children's books in terms of content and children's interests at various ages.
3. Determine books that are appropriate for children of different ages.
4. Identify appropriate locations for story time and story time activities.
5. Determine what materials and supplies are necessary for presenting a story to children effectively.
6. Describe activities that would enhance story-telling.
7. Demonstrate ability to read a story to a group of children using role-playing, puppets, etc.
8. Identify an appropriate follow-up activity related to a story.
9. Recognize ways of adapting story time to meet the needs of exceptional children.
10. Identify the ways in which story time contributes to a child's reading readiness.

Suggested Learning Activities:

1. Research material related to the topic of children's reading and book selection.
2. Discuss research in activity 1.
3. Examine children's books to determine suitability of content and words that may need clarification.
4. Check books for reading level, sex-role stereotyping, discriminatory words and illustrations, and appeal to imagination.
5. Using a media specialist or librarian as a resource person, review books that would appeal to children of various ages.
6. Compile a list of acceptable books for young children, writing a brief summary of each.
7. Observe an experienced teacher conducting story time. Record all factors that contribute to the success of this activity.
8. Discuss with a reading specialist the factors that contribute to a child's ability to read.
9. Compile a checklist of materials and supplies needed for story time and related activities.
10. Review related literature dealing with dramatization of stories and holding children's interest.
11. Read a story to classmates as he/she would present it to a group of children. Tape-record to evaluate performance.
12. After reviewing related literature, discuss possibilities for following up a story. List examples of these for reference.
13. Review characteristics of exceptional children and identify appropriate stories for a selected group of children with special needs.
14. Visit a facility that serves a selected group of exceptional children and observe trained teachers working with these children.

Criterion-Referenced Measure: Give each student three case studies and access to reference materials, chldren's books, materials and supplies. Have each student plan one story time for each situation described. Evaluate the plan according to criteria on a teacher-developed or revised worksheet.

Suggested References for this Unit:

Child Care Worker - V-TECS Catalog, 1975. pp. 47-49 and 85-86.

Children and Books. May Hill Arbuthnot. Scott, Foresman & Co., New Jersey, 1964.

Childcraft, The How and Why Library Volumes. William H. Nault, editorial director. Field Enterprises Education Corporation, Chicago, 1976.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 17. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

Concept: Manipulative Play

Performance Objective: Given two case studies and materials, supplies and equipment, plan one manipulative play activity for each situation. The plan must be written and must include all items on the student checklist.

Generalizations:

1. Manipulative materials provide a means of discovery which can enhance the intellectual development of the child.
2. Manipulative materials provide a means of developing physical coordination of the child's small muscles.

Competencies:

1. Define fine motor control.
2. Identify kinds of manipulative play activities.
3. Identify concepts which can be realized from the use of manipulative play activities.
4. Identify skills which can be realized from the use of manipulative play equipment.
5. Identify materials and equipment which can be used to enhance manipulative skills.
6. Write a plan of activities which enhance intellectual development of pre-school children using manipulative equipment to teach small muscle coordination.
7. Identify ways of involving children in manipulative play activities.
8. Organize and conduct with pre-school children manipulative activities which enhance fine motor control and intellectual skills.
9. Evaluate manipulative play activities.

Suggested Learning Activities:

1. Read The New Nursery School, pp. 89-96.*
2. Read A Creative Guide for Preschool Teachers, "Manipulative Materials".*
3. In small groups, discuss and define motor control.
4. Write a descriptive paragraph telling how manipulative equipment, materials, and supplies can encourage small muscle coordination.
5. Explore a preschool laboratory and make a list of equipment, materials, and supplies available to encourage manipulative skills.
6. Brainstorm a list of concepts which could be developed through the use of manipulative materials.
7. After activity 6, in small groups choose appropriate equipment, materials, and supplies for the teaching of each concept.
8. Participate in a discussion of coordination skills which could be developed through the use of manipulative equipment, materials, and supplies.
9. Develop a lesson for use with preschoolers in which they will be introduced to some type of manipulative equipment, materials, and supplies.
10. Role play the use of manipulative materials, equipment, and supplies with preschoolers.
11. Organize, conduct, and evaluate a manipulative skill activity with a small group of preschoolers.

* Or other references on manipulative activities.

Criterion-Referenced Measure: Give each student two case studies of preschoolers and the appropriate materials, equipment, and supplies. Have the student plan one manipulative activity for each situation. The plan must be written and include all items on the checklist (teacher-developed or revised).

Suggested References for this Unit:

A Creative Guide for Preschool Teachers. Joanne Wylie. Division of Curriculum Services, Fairfax, Virginia.

The New Nursery School. Nimnicht, McAfee, and Meier. General Learning Press, Morristown, New Jersey 07960

Child Care Worker - V-TECS Catalog, 1975. pp. 13-17 and 67-68.

Concept: Math

Performance Objectives:

1. Given three case studies and access to appropriate equipment, materials, and supplies, plan one math activity appropriate for each situation. The plan must be written and include all the items on the student worksheet.
2. Given a group of children and appropriate materials and resources, organize and conduct an appropriate math activity that will be evaluated according to the teacher's checklist.

Generalizations:

1. Children can and will learn pre-number concepts when appropriate situations are provided.
2. Pre-number activities provide a foundation for later mathematics learning.

Competencies:

1. Demonstrate an understanding of the value of math activities in the school experience.
2. Identify the developmental sequence of mathematical skills.
3. Demonstrate the ability to reinforce mathematical concepts in daily activities.
4. Can plan appropriate mathematical activities for children of various ages.
5. Can organize, present, and evaluate mathematical activities with children of various ages.

Suggested Learning Activities:

1. Read Good Schools for Young Children, pp. 233-237.
2. Examine the following resources and select activities that could be used to encourage mathematical intellectual growth:
    1) A Creative Guide for Preschool Teachers, Wylie, pp. 121-126
    2) The Nursery School, Read, pp. 214-215
    3) Games and Activities for Early Childhood Education, Wagner, pp. 84-96
    4) How to Individualize Kindergarten Teaching, Holland, pp. 105-123
    5) An Activities Handbook for Teachers of Young Children, Croft and Hess, pp. 145-170
    6) Work Jobs, Barratta and Horton, p. 127
3. Read Good Schools for Young Children, pp. 245-250.
4. Listen to a math teacher give a talk on number lessons suitable for young children.
5. Brainstorm methods of encouraging number learning in young children.
6. Watch children's television shows such as Sesame Street, Mister Rogers, and The Electric Company (PBS) and list math learning activities used.
7. Observe a preschool and record the ways the teacher reinforces mathematical concepts in everyday activities.
8. Role play in class the positive, encouraging ways of presenting mathematics concepts to preschoolers.
9. In small groups, make up pre-number activities appropriate for young children.
10. Plan a pre-number activity to be presented to a small group of young children.
11. Organize, present and evaluate a pre-number activity with a small group of preschoolers.

Criterion-Referenced Measures:

1. Give each student three case studies dealing with pre-number concepts and the child's intellectual growth, and access to appropriate equipment, materials, and supplies. Have each student plan one activity appropriate for each situation. The plan must be written and include all the items on a teacher-developed or modified worksheet.
2. Assign each student a small group of preschoolers. Provide the student with appropriate materials and resources. Have the student organize and conduct an appropriate math activity that will be evaluated according to the items on a teacher-developed checklist.

Suggested References for this Unit:

Child Care and Development Occupations: Competency-Based Teaching Modules. Module 19. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Good Schools for Young Children. Leeper, Dale, et al. Macmillan Publishing Co., Inc., 866 Third Avenue, New York, NY 10022, 1974, pp. 233-237 and pp. 245-250.

Developing Pre-Number Ideas. J. S. Lucas and Evelyn Neufeld. Holt, Rinehart and Winston, New York, 1965.

Concept: Motor Development (Outdoor Play)

Performance Objective: Given three case studies concerning motor development and access to materials, equipment and supplies, plan one activity for each situation described. The plan must be written and must include all items on a student checklist (worksheet).

Generalizations:

1. Many factors such as physical characteristics, personality, environment, and heredity influence the motor development of young children.
2. There is a sequential order in which motor skill development occurs.
3. Indoor and outdoor equipment can encourage large muscle motor development.
4. Selection of toys, equipment, and activities appropriate to age level and developmental stage will enhance motor development.

Competencies:

1. Define motor coordination.
2. List factors which influence the development of motor skills.
3. Identify developmental sequences of: catching, kicking, throwing, jumping.
4. Identify indoor and outdoor equipment designed to encourage large muscle motor development.
5. Plan activities which encourage large muscle motor development.
6. Plan, conduct, and evaluate activities which encourage large muscle motor development.

Suggested Learning Activities:

1. Research and define the term motor development.
2. Brainstorm factors which influence motor development.
3. Write a short paragraph on the importance of large muscle motor coordination.
4. In small groups categorize factors which influence motor development.
5. Discuss sequence of large muscle motor development.
6. Make a list of play equipment (indoor and outdoor) that enhances physical development and muscle coordination.
7. Research and list activities which promote the large muscle motor development of preschoolers.
8. Role play methods of involving preschoolers in large muscle motor development activities.
9. In small groups, develop a checklist (worksheet) to be used when evaluating large muscle motor development activities.
10. In large class session, discuss activity 9 results and develop one checklist.
11. Use the checklist from activity 10 to evaluate large muscle motor development activities.
12. Plan one large muscle motor activity and evaluate.
13. Plan, conduct, and evaluate one large muscle motor development activity with a small group of preschoolers.

Criterion-Referenced Measure: Give each student three case studies concerning motor development and access to appropriate resources. Have the students plan one activity for each situation described. The plan should be written and evaluated according to the criteria on the student checklist (worksheet).

Suggested Resources for this Unit:

Caring for Children. Draper and Draper.

Child Care Worker, V-TECS Catalog, 1975. pp. 33-35 and pp. 75-76.

Introduction to Early Childhood Education. Hildebrand.

Occupational Child Development. Mid-America Vocational Curriculum Consortium, 1975. pp. 47D-64D.

Concept: Music

Performance Objectives:

1. Given three case studies and access to appropriate materials and supplies, plan an appropriate music activity for each situation. The plan must be written and must include all items on the instructor's checklist.
2. Given a group of children and appropriate resources, organize, present, and evaluate one music activity that will be evaluated according to the instructor's checklist.

Generalizations:

1. Music activities are an integral part of a child's creative expression.
2. Music activities help children develop speech, hearing, physical coordination, social interaction, intellectual skills, and emotional expression.

Competencies:

1. Demonstrate the need for music activities for young children.
2. Identify types of music activities.
3. Identify music activities for children of various ages.
4. Determine music activities appropriate for children with special needs.
5. Choose music activities that aid in the development of speech, hearing, physical coordination, social interaction, intellectual skills, and emotional expression.
6. Determine materials and supplies necessary for use with music activities.
7. Anticipate and list possible safety hazards with music activities.
8. Identify evaluative measures for music activities.
9. Plan a music activity for use with preschoolers.
10. Organize, present, and evaluate music activities for preschoolers.

Suggested Learning Activities:

1. Read and summarize information related to music experiences in the following areas: pleasure, creative expression, experimentation, and social interaction.
2. Research and list types of music activities.
3. Discuss in class music activities appropriate for various age groups.
4. Observe in day care centers and private nursery schools during music time. Answer the following questions:
    1) What age groups were present?
    2) What music activities were done?
    3) How appropriate were the activities for the age group?
    4) If special needs children were in the classroom, how were their needs met?
5. Research and discuss in class how music activities may promote the following: speech, hearing, physical coordination, social interaction, intellectual skills, and emotional expression.
6. Listen to a presentation by a specialist in Early Childhood Education, Special Education, or Music Education on various developmental abilities of music.
7. Make a list of materials for music activities which can be purchased or made in the classroom.
8. Brainstorm possible safety hazards of music supplies and activities.
9. Choose one music activity and/or supply, evaluate it for possible safety hazards. Report findings to class.
10. In small groups, discuss criteria of an effective music activity. Develop a checklist.
11. Plan one music activity for use with preschoolers.
12. Organize, present, and evaluate a music activity for a small group of preschoolers.

Criterion-Referenced Measures:

1. Give each student three case studies and access to appropriate materials and supplies. Have the student plan, in writing, one music activity appropriate for each situation. The plan should include all items on the checklist (student-teacher developed, or teacher developed or revised).
2. Give each student access to a small group of preschool children and appropriate resources. Have each student organize, present, and evaluate one music activity. The activity should be evaluated according to a checklist (student-teacher developed, or teacher developed or revised).

Suggested References for this Unit:

Caring for Children. Draper and Draper, 1975. Chapter 24, Appendix G.

Child Care Aide. Texas Tech, 1977. Unit X-3, p. 185.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 14. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Child Care Worker, V-TECS Catalogs, 1975. pp. 25-27 and pp. 69-70.

Good Schools for Young Children. Dales, Leeper, et al., 1974. Chapter 19.

The Nursery School. Read. Chapter 14.

Concept: Science

Performance Objective: Given three case studies and access to appropriate materials, equipment and supplies, plan one science activity for each situation. The plan must be written and must include all the items on a student worksheet.

Generalizations:

1. Science activities are an integral part of a child's creative expression.
2. Activities that teach science can occur both indoors and outdoors.

Competencies:

1. Demonstrate:
    a. An understanding of the importance of science to the pre-school child.
    b. An understanding that science for the pre-school child is a personal discovery and interpretation of the physical environment.
2. Identify two kinds of basic science activities:
    a. Indoors
    b. Outdoors
3. Compose a list of materials and supplies suitable for various science activities.
4. Identify science activities suitable for various ages.
5. Identify science activities suitable for exceptional children.
6. Plan a science lesson for the pre-school child in accordance with the teacher's worksheet.
7. Practice and point out safety procedures when conducting science activities.
8. Execute lesson plan on a science activity.
9. Evaluate the activity.

Suggested Learning Activities:

1. Show related film on science (What is Science, b/w, Coronet, 65 E. South Wales Street, Chicago). Insert film observation sheet for feedback on film.
2. Assign reading from appropriate resources. Develop study guides so that students can discuss characteristics of young children that indicate a natural curiosity about the environment.
3. Assign students to observe (a) Young children of different ages and record behavior exhibited by these children that illustrates curiosity, an interest in exploring and discovery, and a sense of wonder. Have students share findings. (b) A small group of children participating in a science-related activity.
4. Define incidental and planned science-related experiences for young children.
5. Using observations from Learning Activity 3 have students analyze and interpret in relation to incidental and planned science related experiences for young children.
6. Make a written list of the numerous ways in which science related experiences can benefit the young child.
    (a) Promote positive self-image
    (b) Develop problem-solving abilities
    (c) Increase vocabulary
    (d) Foster an inquiring attitude
    (e) Encourage concept building and intellectual growth
7. Have students brainstorm types of activities indoors that can be used for science (compose class list).
8. Have students brainstorm types of activities outdoors that can be used for science (compose class list).
9. From master list, discuss those science activities that are of a dual nature.
10. Match ten science activities with the appropriate materials and/or supplies.
11. Using the list in Learning Activity 9:
    (a) Match the activities with the appropriate age level.
    (b) Analyze the activity in terms of the basic areas of human development.
12. From the class's master list:
    (a) Select three activities
    (b) Match activities with appropriate materials and/or supplies
    (c) Identify a category of exceptional children around which you would like to build a teaching plan
13. Have students view prepared sheets on science activities for the normal and the exceptional child.
14. Plan a lesson for a science activity.
15. If the lesson involves a field trip:
    (a) Make name tags
    (b) Discuss rules as they relate to the particular activity

Suggested Learning Activities (continued):

    (c) Develop a presentation (visually-orally) on activity

16. Have students break into buzz groups and complete "Excursion Techniques" worksheet.
17. Discuss in class the types of field trips on which one might bring young children to learn about something related to science.
18. Present a science lesson.
19. Using a checklist, evaluate a science lesson and make appropriate suggestions for modification and/or future lessons.

Criterion-Referenced Measure:

Give the students three case studies, a worksheet and access to appropriate materials, equipment and supplies. Have each student plan one science activity for each situation. Each activity must include all items on the student worksheet.

Suggested References for Unit (listed by learning activity number):

1. Film, What is Science, b/w, Coronet, 65 E. South Wales Street, Chicago, Illinois

2b. Caring for Children, Draper, pp. 434-437
Good Schools for Young Children, Dales, Leeper, et al., p. 301

4. See "Categories of Science Related Activities"

6. Same resources as in 2 (b).

7. Good Schools for Young Children, Dales, Leeper, et al., pp. 306-307
Caring for Children, Draper, pp. 535-537

8. Good Schools for Young Children, Dales, Leeper, et al., pp. 306-307
Caring for Children, Draper, pp. 535-537
10. Caring for Children, Draper, pp. 500-504

16. See "Excursion Techniques Worksheet".

18. See "Written Checklist on Science Activities".

CATEGORIES OF SCIENCE-RELATED ACTIVITIES

Formal	Activities carefully planned by the worker, who obtains the necessary materials, presents the materials to the children, and lets the children actively participate, exploring and discovering for themselves.
Informal	Activities which emphasize individualization and maximum utilization of science learning areas. Children are encouraged to work on their own with science-related materials and equipment supplied by the worker.
Incidental	Unplanned activities resulting from the worker capitalizing upon an incident or happening that has captured the children's interest and imagination.

EXCURSION TECHNIQUES

Directions: In your buzz groups, fill in this sheet. Just imagine you are bringing _____ pre-school children to the/a ______________________.

Value of the Excursion

1.
2.
3.

Teacher Preparation

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Class Planning

1.
2.
3.
4.
5.

EXCURSION TECHNIQUES (Continued)

Taking the Trip--The Teacher Should

1.

2.

3.

4.

5.

Follow-up Activities

1.

2.

3.

4.

TEACHER CHECKLIST
Science Activities and/or Science Lesson

	Rating	
Activity	Acceptable	Unacceptable
1. Selected an appropriate subject.		
2. Chose appropriate equipment.		
3. Gathered materials.		
4. Distributed supplies.		
5. Initiated interest through: Pictures Film Questions Concrete items		
6. Used the process skills to aid children to: Observe Infer Classify Communicate		
7. Included children in the doing.		
8. Provided for children with special needs.		
9. Answered children's questions truthfully and simply.		
10. Provided additional sources of information for those with greater ability.		
11. Helped with projects and booklets.		
12. Made charts.		
13. Proficient use of audio-visual material: Filmstrip projector Record player Other		

TEACHER CHECKLIST (Continued)

Activity	Rating Acceptable	Unacceptable
14. Maintained safety standards.		
15. Cleaned up with children's help.		
16. Field trip fulfilled properly.		
17. Familiar with subject matter.		
18. Voice projection.		
19. Overall presentation.		

LESSON PLAN WORKSHEET

Name ______________________________
Date Planned ______________________
Date Presented ____________________

Name of Activity: ____________________________________

Concept: ______________________	Activities: What I am going to do.
A. How I will involve the children	A. Steps in presentation
B. Possible problems	
C. How I will handle the problems if they occur	B. Materials needed
D. How I will evaluate what the children learn	C. Help needed

(Revised)
Original developed by Rita A. Dolberry, Chesapeake Schools.

Concept: Social Studies

Performance Objective: Given three case studies and access to appropriate material, equipment, and supplies, plan one social studies activity for each situation. The plan must be written and must include all items on a student worksheet.

Generalization: The child's social development moves from self to family to community.

Competencies:

1. Identify community services and people to which preschoolers need to be introduced.
2. Call upon resource people from the community to discuss their specialties with preschoolers.
3. Plan experiences to help children become familiar with community helpers and workers.
4. Plan, conduct and evaluate field trips which help preschoolers to become aware of their environment and community helpers and workers.

Suggested Learning Activities:

1. Brainstorm a list of community helpers and workers (doctors, dentists, nurses, firefighters, plumbers, garbage collectors, storekeepers, etc.).
2. Make a collage of pictures of community helpers and workers.
3. Participate in a field trip to a fire company, store, post office, etc. Discuss what preschoolers could learn from such an excursion.
4. Invite a local firefighter or policeman/woman to class. Have them discuss what young children need to know about them and their jobs.
5. List occupations of guardians and decide ways in which parents/guardians could explain to young children what they do at "work".
6. Develop a checklist of criteria for worthwhile community helper-worker activities to plan for preschoolers.
7. Plan an experience to help preschoolers learn about community helpers and workers.
8. Plan, conduct, and evaluate a field trip for preschoolers to a local business and/or service to introduce them to the roles of community helpers and workers.

Criterion-Referenced Measure: Give each student three case studies and access to appropriate materials, equipment, and supplies. Have each student plan one social studies activity appropriate to the situation described. The plan should be written and should include all items on a student worksheet (teacher-developed or revised).

Suggested Resources for this Unit:

Check with local school division to find out what films they have available designed for the young child and discussing community helpers and workers. Have students preview and evaluate films. Other sources of information are the local Chamber of Commerce and telephone directory. Many children's books are available on this topic; however, books should be evaluated (as should films, filmstrips, slides, and other audio visual materials) for sex, race, and age discrimination. In addition, the National Dairy Council has available audio-visual materials on community helpers.

Child Care Worker, V-TECS Catalog, 1975. pp. 37-42 and pp. 79-83.

V.

Program Planning

Concept: Program Planning - Developing Goals and Objectives

Performance Objective: Given five themes, plan goals and objectives for unit to be used with preschools. These will be evaluated according to the criteria on the instructor's checklist.

Generalizations:

1. Establishing goals and objectives is the basis of a program designed to meet children's needs.
2. Goals and objectives state the purpose and direction of preschool program activities.

Competencies:

1. Define goals and objectives.
2. Differentiate between goals and objectives.
3. Write goals and objectives.
4. Identify appropriate goals and objectives within specific preschool units.
5. Evaluate goals and objectives in terms of program purpose.

Suggested Learning Activities:

1. Read A Child Goes Forth, pp. 1-12.
2. Discuss purpose of goals and objectives in a preschool program.
3. Review program goals and objectives.
4. In small groups have students list activities which would lead to the achievement of program goals and objectives. Evaluate activities in a large group session.
5. Discuss the term "theme".
6. Brainstorm a list of themes related to preschool program activities.
7. Discuss how themes help to enhance concept development in preschoolers.
8. Review the writing of goals and objectives.
9. Develop a checklist for evaluating the validity of goals and objectives.
10. In small groups develop the goals and objectives for a given theme.

Criterion-Referenced Measure: Give each student five themes. Have the students develop three goals and three objectives for each theme. Evaluate the goals and objectives in terms of a student-teacher developed checklist.

Concept: Program Planning - Curriculum

Performance Objective: Given appropriate references and resources, develop a curriculum plan for a specific period of time. In addition, choose one theme in that plan and fully develop the activities for that section. This will be evaluated according to the criteria on a teacher-developed checklist.

Generalization: Curriculum planning enhances organization of content, sequencing of instruction, and achievement of program goals and objectives.

Competencies:

1. Explain the purposes of program planning.
2. Understand the term curriculum.
3. Identify parts of a curriculum plan.
4. Develop a curriculum plan.
5. Identify materials and supplies needed to make a curriculum plan usable.
6. Understand the contribution of resource persons to the curriculum plan activities.

Suggested Learning Activities:

1. Review program planning - purpose and process.
2. Define the term curriculum.
3. Discuss the role curriculum plans have in the total program.
4. Read A Child Goes Forth, pp. 12-19.
5. Review goals and objectives of program.
6. Research and identify types of curriculum plans used in local child care/nursery school programs.
7. In small groups, brainstorm goals, concepts, and objectives for the curriculum plan within the existing program.
8. Discuss the need for logical sequencing with goals, concepts, and objectives.
9. Choose several of each (goals, concepts, and objectives, activity 7) and in a large class session develop learning activities which would help to achieve the objectives.
10. Discuss the use of resource persons in the curriculum plan activities.
11. Read The Nursery School, Chapter 14, pp. 189-244.
12. Discuss scheduling of activities on a daily and weekly basis.
13. Develop, in class, a form for the scheduling of curriculum activities.
14. Discuss the importance of having necessary equipment and supplies on hand.
15. Survey and list places where equipment and supplies for specific curriculum units could be obtained free or on loan.

Criterion-Referenced Measure: Give each student access to appropriate references and resources. Have the students develop a curriculum plan for a one-month period. They should plan the goals, concepts, and objectives for the curriculum in terms of the goals and objectives of the total program. In addition, they should choose one theme in their plan, develop the activities for that unit, and state the time schedule for their completion. A list of needed supplies and materials should also be included.

Suggested References for this Unit:

A Child Goes Forth. Taylor.

Child Care and Development Occupations - Competency-Based Teaching Modules. Module 20. #1780-01360. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.

Child Care Worker, V-TECS Catalog, 1975. pp. 19, 21, 23.

The Nursery School. Read.

Sample Plans Included for Review and Discussion:

1. Weekly Plan
2. Daily Plan
3. Lesson Plan

Dates__________________

Group__________________

WEEKLY PLANS
Morning

TIMES		MONDAY	WEDNESDAY	FRIDAY
8:15 - 8:40 Check In				
8:15 - 9:30 Free Play	Art			
	Language Devel. or Science Math Other			
9:30 - 9:35 Clean Up				
9:35 - 9:50 Circle Time	Calendar Theme Devel. Music or Rhythm			
9:50 - 10:00 Rest Period				
10:00 - 10:10 Snack				
10:10 - 10:30 Outdoors (1 special activity per week)				

Date ____________________

DAILY PLANS
Mornings

		Who's Responsible?
8:15 - 8:40	Check In: Greet children, take money, make notes, rotate work chart	____________________
8:15 - 9:30	Free Play	
	Areas of Supervision	
	Blocks	____________________
	Housekeeping	____________________
	Art	____________________
	____________________	____________________
	____________________	____________________
9:30 - 9:35	Clean Up	____________________
9:35 - 9:50	Circle Time	
	Responsibility	
	Calendar	____________________
	Theme	____________________
	Music or Rhythm	____________________
	____________________	____________________
9:50 - 10:00	Rest Period	
	Preparation of Snack	____________________
	(Preparing Tables)	____________________
	Snack	____________________
	Take toys outside	____________________
		____________________
10:10 - 10:30	Outdoor Play	____________________
	Clean up playschool, put art in lockers	____________________
	Clean up kitchen (run dishwasher)	____________________
	Put away food, wipe off counters	____________________
10:30	Departure	

LESSON PLAN

Dates to be taught ______________________________

Head Teacher ______________________________

Group ______________________________

Theme:

Behavioral objectives:

Learning Activities:

Art

Language Development

Science

Manipulative Activities

Mathematics

Others

*Indicate activities which relate directly to your theme.

Concept: Program Planning - Preparation of Teaching Materials

Performance Objective: Given an assigned theme and access to appropriate materials, resources, and supplies:

1. Prepare a bulletin board and/or poster for use with preschool children.
2. Demonstrate use of appropriate audio-visual equipment and materials.
3. Reproduce an appropriate take-home ditto master or stencil.

This project will be evaluated according to the criteria on a student-teacher developed checklist.

Generalizations:

1. Teaching materials help to make abstract concepts more concrete in the understanding of young children.
2. Teaching materials help to reinforce learning and extend the attention span of young children.

Competencies:

1. Print clearly in upper case and lower case letters.
2. Identify concepts for bulletin boards and posters.
3. List materials used in the construction of bulletin boards and posters.
4. Construct appropriate bulletin boards and posters.
5. Set up and operate audio-visual equipment.
6. Make appropriate use of audio-visual material.
7. Identify ways of reproducing materials for preschool participant use.

Suggested Learning Activities:

1. Discuss why clear printing is important when teaching young children.
2. Provide students with manuscript paper and have them practice printing the entire alphabet and the children's names in the Laboratory School.
3. Discuss why visual aids are important in the Laboratory School program.
4. Brainstorm topics and themes which can be developed through the use of a bulletin board/poster.
5. Have students print a poster title on poster board.
6. Discuss the importance of having posters and bulletin boards appeal to the senses of sight and touch.
7. Identify materials which could be used to develop a poster or bulletin board.
8. Obtain and read instruction booklets for audio-visual equipment.
9. Review of use of audio-visual equipment; have students practice.
10. In small groups, have students demonstrate equipment use and care to their peers.
11. Review audio-visual materials available for use with preschoolers.
12. Introduce students to the use of reproduction equipment and supplies (i.e. stencils, ditto masters, copy machines, and thermofax). Discuss process, quality, and cost.
13. Review instruction booklets and, in small groups, practice using equipment.

Criterion-Referenced Measure: Assign each student a theme and give them access to appropriate materials, resources, and supplies. Have the students:

1. Prepare a bulletin board or poster for use with preschools.
2. Choose and demonstrate the use of audio-visual equipment and materials.
3. Reproduce a take-home handout for the Laboratory School participants.

All of these should develop the theme and will be evaluated according to the instructor's checklist.

Suggested Reference for this Unit:

Creating Instructional Materials. Robert V. Bullough. Charles E. Merrill Publishing Company, Columbus, Ohio, 1974.

Concept: Program Planning - Public Relations

Performance Objective: Given an upcoming event in the preschool laboratory, write a newspaper or radio release to be evaluated by the criteria on the instructor's checklist.

Generalization: Publicizing the child care/nursery school program enhances public relations and community awareness.

Competencies:

1. Recognize the importance of public relations efforts in the child care/nursery school program.
2. Identify methods of publicizing program activities.
3. Develop news releases, letters, and radio spots which publicize programs.

6

Suggested Learning Activities:

1. Review format of business letters and discuss why it is necessary.
2. Listen to a presentation of a business education teacher on "preparing business letters; content and process".
3. Write a letter in proper business form to parents explaining an upcoming event in the Laboratory School.
4. Listen to a presentation by a journalism teacher on "preparing radio and newspaper public service announcements".
5. Discuss points to include in radio and newspaper "reports".
6. Write 30-second radio spots on the Laboratory School program and tape record them.
7. Play back recordings from activity 6 and evaluate.
8. Write short articles for the school paper explaining the laboratory programs.
9. In small groups, read and evaluate articles from activity 8.

Criterion-Referenced Measure: Assign the students an upcoming event or topic of interest concerning the Laboratory School. Have the students write a newspaper article or record a radio release. Evaluate this activity according to criteria on the instructor's checklist.

For those students who want to go beyond the above assignment, ask them to contact a local radio station or newspaper and have them use their assignment in an actual situation.

VI.

Guidance Techniques

Concept: Guidance Techniques

Performance Objective: Given five case studies containing information regarding children's behavior, state one positive method of dealing with the situation. This activity will be evaluated according to the items on the instructor's checklist.

Generalizations:

1. Positive guidance techniques help children to grow toward self-control.
2. Guidance is essential in programs for young children.

Competencies:

1. Define terms punishment, discipline, guidance, and self-control.
2. Interrelate punishment, discipline, guidance, and self-control.
3. Demonstrate an understanding of the role of guidance in working with children.
4. List factors which influence the behavior of children.
5. Identify behavioral concerns which need special guidance.
6. Identify guidance techniques which can be used with children.
7. Identify verbal and non-verbal communication techniques which enhance guidance.
8. Identify guidance techniques which encourage self-control.
9. Ability to use positive and effective guidance techniques.

Suggested Learning Activities:

1. Read pp. 104-110 in The Nursery School.
2. Discuss and define the terms punishment, discipline, guidance, and self-control.
3. In small groups, list examples of each in activity #2.
4. Listen to a panel of parents discuss "discipline in the home".
5. Read "Discipline Wise or Otherwise".
6. Read The Nursery School, pp. 119-141.
7. Brainstorm factors which influence the behavior of children.
8. List "special" behavior problems such as shy, aggressive, withdrawn, etc.
9. Observe children in a child care center or preschool and identify types of behavior observed and techniques of guidance used.
10. Read The Nursery School, pp. 249-332.
11. View Parents' Magazine fimstrips:
    "When Children Disobey" - "When Children Are Aggressive".
12. Listen to a child psychologist speak on verbal and non-verbal communication with young children.
13. In small groups, identify types of verbal and non-verbal communication.
14. Discuss verbal and non-verbal communication as a guidance technique.
15. Read "Winning Ways to Talk with Young Children" and do activities at the end.
16. Discuss the development of self-control in young children.
17. Brainstorm punishment, discipline, and guidance techniques which enhance and limit the development of self-control.
18. Observe young children and record evidences of self-control.
19. Role play various behavior of young children and have peers develop appropriate guidance techniques to use with such a child.

Criterion-Referenced Measure: Give each student five case studies in which the behavior of preschool children is clearly in evidence. Have the students analyze the child's behavior in each study and state one guidance technique he/she would use with the child. In addition, have each student state how the guidance techniques chosen would enhance the development of self-control. Evaluate this activity according to criteria on an instructor-developed checklist for each study.

Suggested References for this Unit:

Child Care and Development Occupations - Competency Based Teaching Modules. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Stock #1780-01360. Modules 4, 9, 10.

Discipline Wise or Otherwise. Publication No. 410. VPI&SU and V.S.C. Extension Division.

The Nursery School. Read.

"Winning Ways to Talk with Young Children". Publication No. 721. January 1977. VPI&SU and V.S.C. Extension Division.

VII.

Self-Concept and Development

Concept: Self-Concept and Development - Family Life Cycle

Performance Objective: Given the stages of the life cycle choose two and discuss the influences each stage could have on the developing self-concept of a child. This will be evaluated according to the instructor's checklist.

Generalizations:

1. Each individual family member affects and is affected by his family.
2. Situations conducive to the development of self-respect are those in which the individual is valued as a person of intrinsic worth and dignity.

Competencies:

1. Define self-concept.
2. Outline the family life cycle.
3. Explain the stages of the family life cycle.
4. Discuss the role of children within the family life cycle.
5. Evaluate the influence of the stages of the family life cycle on the developing self-concept of children.

Suggested Learning Activities:

1. Define through class discussion the term family.
2. Read and identify the stages of the family life cycle.
3. Discuss each stage of the family life cycle.
4. Have students make a collage of magazine pictures depicting various stages of the family life cycle.
5. Brainstorm the roles children may have at various stages of the life cycle.
6. Discuss how family members at various stages of the life cycle may view children, i.e. joy or sorrow at discovering one is pregnant, grandparenting, etc.
7. Discuss the term self-concept.
8. In small groups, identify ways in which the child's self-concept may be influenced by persons at various stages of the life cycle.

Criterion-Referenced Measure: Give each student a list of the stages of the life cycle. Have the student choose two stages and discuss, in writing, the influences persons in that stage may have on the developing self-concept of a child. Develop a checklist for each stage with which to evaluate this activity.

Concept: Self-Concept and Development - Family Interaction

Performance Objective: Given three case studies on family interaction processes, identify the type of family interaction style portrayed and describe the possible effects of such interaction on the developing self-concept of the child. This activity will be evaluated according to criteria on a teacher checklist.

Generalization: To the extent that an individual's developmental needs are met consistently and in an atmosphere of emotional warmth and love, he seems to develop a basic trust in himself/herself and in the world around him/her.

Competencies:

1. Define self-concept.
2. Identify family interaction sytles.
3. Define terms: authoritative, democratic, permissive, and laissez-faire as they relate to family interaction.
4. Discuss child-rearing practices identified with individual family interaction styles.
5. Identify behavior patterns of children within families having various interaction styles.
6. Evaluate possible effects of various family interaction styles on the developing self-concept of children.

Suggested Learning Activities:

1. Research, discuss and define the term self-concept.
2. Listen to a family counselor speak on "family interaction styles".
3. In small groups, list family interaction styles and briefly describe each.
4. Read material related to child-rearing practices within families having various interaction styles.
5. Discuss how child-rearing practices influence the developing self-concept of children.
6. Brainstorm behavior patterns associated with children from various family interaction styles.
7. Develop a list of qualities a child with a strong self-concept will have.
8. In small groups, discuss possible positive and negative self-concept effects of various family interaction styles.
9. Prepare a bulletin board depicting characteristics of children raised with various family interaction styles.

Criterion-Referenced Measure: Give each student three case studies on family interaction processes. Have each student identify the family interaction styles portrayed. In addition, the student should state two possible effects of such interaction on the developing self-concept of the child. Develop a checklist to evaluate this activity.

Concept: Self-Concept and Development - Family Environment

Performance Objective: Given a case study pertaining to family environment, evaluate, in writing, the possible effects the environment could have on the developing self-concept of the child and state five ways in which the preschool environment could enhance self-concept development. Identify corrective measures if indicated. This activity will be evaluated through the use of a teacher-developed checklist.

Generalizations:

1. Critical periods occur throughout the life span during which an individual's total development, or some aspect of it, is particularly sensitive to environmental influences.
2. The human organism has a great capacity for physical, mental, and social self-repair and for adaptability.
3. The sense of self grows gradually and continually as the individual participates in an ever-widening environment.
4. The human organism is an open, dynamic system, constantly taking in stimulation from its environment, and constantly behaving in response to the stimulation; such behavior, in turn, affects and changes the environment.

Competencies:

1. Define self-concept.
2. Define the concept of "critical periods of development".
3. List characteristics of a family environment.
4. Recognize the influence of family environment characteristics on self-concept development.
5. Analyze the influence of family climate/environment on the child's self-concept development.
6. Identify behaviors which indicate positive and negative self-concept development in children.
7. Identify methods which could be used in the child care center/preschool to enhance self-concept development.

Suggested Learning Activities:

1. Research and discuss "critical periods of development".
2. Discuss the concept of family climate/environment.
3. Brainstorm factors which influence family climate/environment, such as: divorce, separation, unemployment, illness, etc.
4. In small groups, relate family climate/environment to "critical periods of development".
5. Listen to a preschool teacher talk on "the influence of family environment on the development of the child".
6. Research and define self-concept.
7. List behaviors which indicate positive and negative self-concept development in children.
8. In buzz groups, develop methods of enhancing self-concept development of children enrolled in a child care center/preschool who come from various family climates/environments.
9. In a class session, share ideas from activity #7 and 8.

Criterion-Referenced Measure: Give each student a case study describing the socio-psychological environment of a hypothetical family with a preschooler. Have the students evaluate the study in terms of the possible affects the environment could have on the developing self-concept of the child. The students should be able to state five examples of ways a preschool environment could enhance the self-concept of the preschooler. Develop a checklist to evaluate this activity.

Concept: Self-Concept and Development - Basic Human Needs

Performance Objective: Given three categories of basic human needs, state and explain two needs in each category. In addition, evaluate the fulfillment or lack of fulfillment of this need in terms of self-concept development in children and develop two techniques for enhancing self-concept development in the child care center/preschool.

Generalizations:

1. Value systems are developed as a person's needs are met, as s/he thinks about and reacts to her/his experiences, and as s/he adjusts to change.
2. The needs of adults and children are sometimes complementary and at other times conflicting.

Competencies:

1. Define self-concept.
2. Identify basic human need categories.
3. Discuss the development of a value system through the satisfaction of basic human needs.
4. Understand the relationship between value systems and self-concept development.
5. Analyze self-concept development in terms of human needs fulfillment.
6. Formulate methods and techniques of enhancing the self-concept development of children through basic needs fulfillment in the child care/preschool environment.

Suggested Learning Activities:

1. Review term self-concept.
2. Review characteristics of a positive self-concept.
3. Discuss categories of basic human needs.
4. Brainstorm a list of basic human needs.
5. Define through discussion the term "values".
6. Discuss how a value system can be developed from the satisfaction of basic human needs.
7. Read and discuss the poem "A Child Learns What He Lives" -- relate poem to self-concept development.
8. In small groups, discuss words, and behaviors that either enhance or limit self-concept development.
9. In small groups, formulate methods of enhancing self-concept in the child care center/preschool through the satisfaction of basic human needs.

Criterion-Referenced Measure: Give each student three case studies of children in which the fulfillment or lack of fulfillment of basic needs is portrayed. Have the students state and explain two basic needs from each category (social-emotional, physical, and intellectual). In addition, have the students evaluate the fulfillment or lack of fulfillment of this need in terms of self-concept development in children. The students should also develop two techniques for enhancing the self-concept of the child in the child care center/preschool.

Suggested References for this Unit:

Child Care and Development Occupations - Competency Based Teaching Modules. Superintendent of Documents. U. S. Government Printing Office, Washington, D. C. 20402. Stock #1780-01360. 1974. Module 3.

Child Development for Day Care Workers. Highberger and Schromm.

The Developing Child. Brisbane. VPI&SU, Extension Service Publication 97, Reprint 1969.

100 Ways to Enhance Self-Concept in the Classroom. Jack Canfield and Harold C. Wells. Prentice-Hall, Englewood Cliffs, New Jersey. 1976.

VIII.

Food for Children

Concept: Food for Children - Nutritional Requirements

Performance Objective: Given a list of nutrients, state foods which contain the nutrients and which would appeal to young children. In addition, explain how much of the nutrient children need and why. This activity will be evaluated according to the criteria on the instructor's checklist.

Generalizations:

1. The amount and kind of nutrients needed by individuals vary and are influenced by heredity, age, sex, size, activity, climate, and physical and emotional state.
2. Instinct is not a reliable guide for food choices; how to select an adequate diet needs to be learned.

Competencies:

1. Identify the nutritional requirements of children.
2. Understand factors which influence the nutritional requirements of children.
3. Identify foods appropriate for children which are high in nutrients needed by them.
4. Identify techniques for teaching young children nutrition.

Suggested Learning Activities:

1. Research and identify nutritional requirements of young children.
2. In discussion, compare and contrast nutritional needs of young children and adults.
3. Discuss why nutritional needs of various nutrients are different for children and adults.
4. Brainstorm and list foods high in nutrients needed by children.
5. Discuss what factors make a food appropriate for young children.
6. Choose foods from list (activity #4) and state why these are appropriate for children.
7. Discuss why it is important to develop nutritional habits early.
8. Make posters and charts that could teach young children nutrition.
9. In small groups, list methods of teaching nutrition to young children.

Criterion-Referenced Measure: Give each student a list of nutrients. Have the students state in writing two foods which would appeal to young children and which contain high amounts of each nutrient. The student should explain how much of the nutrient the children need per day and how the nutrient contributes to the child's health. Evaluate this activity according to the criteria on a teacher-developed checklist.

Concept: Food for Children - Food Habits

Performance Objective: Given a list of children's food habits, choose two and explain possible reasons for its development and how it might be corrected. This activity will be evaluated according to the instructor's checklist.

Generalizations:

1. People are likely to accept a wide variety of foods if they have wide experience, knowledge, and appreciation of foods.
2. People are likely to accept a wide variety of foods if their environment reinforces positive rather than negative attitudes.
3. Wide acceptance of food by the individual can mean easier adaptability to varied social environments and differing economic circumstances, and increased likelihood of obtaining adequate nutrition and pleasure from food.
4. Food habits and preferences are a product of complex interactions among physiological and psychological satistactions associated with foods, beliefs about foods, and economic resources.

Competencies:

1. Identify food habits most prevalent among children.
2. Understand factors which influence the development of food habits.
3. Develop methods of making foods more attractive and appealing to children.
4. Develop techniques for preventing and/or ridding children of undesirable food habits.

Suggested Learning Activities:

1. Research and discuss common food habits of children.
2. Brainstorm a list of psychological factors which may influence the development of food habits.
3. In small groups, discuss sociological and cultural factors which may influence the development of food habits.
4. List food habits that may be detrimental to nutrition in young children.
5. Survey the class to find out how many food habits are identified.
6. Discuss in class why students feel they have developed their particular food habits.
7. Discuss the role senses play in the development of food habits.
8. Survey a group of mothers who have young children and ask them what food habits their children have. What do they like or dislike, and why? Why do they think their children developed the habit? And what are they doing to assure that the child gets a nutritional diet in spite of the food habit? Report findings to class.
9. Discuss why it is undesirable to reward and/or punish children with particular foods.
10. Brainstorm methods and techniques of encouraging children to try new foods and/or foods for which they have developed a dislike.

Criterion-Referenced Measure: Give each student a list of common, undesirable food habits of young children. Have the student choose two and state in writing why the habits might have developed and how they might be corrected. Evaluate this activity according to the criteria on a teacher-developed checklist.

Concept: Food for Children - Menu Planning

Performance Objective: Given responsibility for planning one day's meals and snacks and a specified amount of money to purchase food, plan meals and snacks which are nutritionally sound, appeal to the senses of young children and introduce them to a new food.

Generalizations:

1. The attitude and information of the meal planner about food and nutrition influence the nutritional adequacy of the food served.
2. Serving a variety of foods that are nutritionally sound and appeal to the senses of children encourages them to broaden their food preferences.

Competencies:

1. Understands the role nutrition plays in menu planning.
2. Can identify factors which influence menu planning for young children.
3. Can plan nutritionally sound and appealing menus for young children.

Suggested Learning Activities:

1. Research and discuss factors involved in menu planning.
2. Visit a local child care center or nursery school and discuss with them the factors which make foods appealing to young children.
3. Interview a group of young children -- ask them what food they like and dislike and why.
4. Evaluate the food likes and dislikes (activity #3) of children and determine the nutritional importance of the foods.
5. Brainstorm foods typically disliked by children and suggest ways of making these foods more appealing.
6. Evaluate in small groups typical menus served to children. State why you feel the menu is served and its nutritional content.

Criterion-Referenced Measure: Give each student a realistic budget amount, an assigned number of preschool children and a list of the children's food likes and dislikes. Have the students plan one day's menu including snacks for these children and state how the foods chosen meet the nutritional requirements of the children, are appealing to their senses, and either help to change their food habits by introducing a new food or a previously disliked food in a new way. Evaluate this activity according to criteria on a teacher-developed or modified checklist.

Concept: Food for Children - Preparation Procedures

Performance Objective: Given access to appropriate materials and supplies, prepare and serve a meal to a small group of preschoolers. This activity will be evaluated according to criteria on a teacher-developed or modified checklist.

Generalization: Performance of routine tasks according to a plan designed for repeated use facilitates planning, preparing, and serving food.

Competencies:

1. Can identify resources in the child care center/nursery school necessary for food storage, preparation and serving.
2. Can prepare a meal for children using proper management technique.
3. Keeps food preparation area neat and clean.
4. Can prepare a meal for children that is nutritionally sound and appeals to their senses.
5. Can encourage children to try new and different foods.

Suggested Learning Activities:

1. Tour the child care center/nursery school and identify all equipment and supplies available for food preparation.
2. Take a field trip to local day care centers/nursery schools. View their food preparation facilities and if possible, watch them in operation.
3. Review manuals for the operation of food preparation equipment in the lab.
4. In small groups, explain use of food preparation equipment to peers.
5. Discuss time and resource management in the preparation of food in a child care center/nursery school.
6. Review procedures and importance of cleanliness during food preparation.
7. Discuss how food can be made appealing to the senses.
8. Role play serving food to young children.

Criterion-Referenced Measure: Give pairs of students access to appropriate materials and supplies. Have them prepare and serve a meal to 10 preschoolers. The meal should be nutritionally sound and appeal to the senses of the children. Evaluate the students on factors such as time and resource management, cleanliness of preparation area, nutritional adequacy of food, appeal to senses, and serving method used. A checklist would facilitate the evaluation process.

Suggested References for this Unit:

Child Care and Development Occupations - Competency Based Teaching Modules. Superintendent of Documents. U. S. Government Printing Office, Washington, D. C. 20402. Stock #1780-01360. Module 11.

"Child Care Worker". V-TECS Catalog. 1975. Pp. 43-45, 61-63, 95-97, and 105-120.

"Good Food News for Children". U.S.D.A. No. 034C. Consumer Information. Pueblo, Colorado 81009.

"The Thing The Professor Forgot". Office of Communication. U.S.D.A. 1976. Consumer Information. Pueblo, Colorado 81009.

"Your Child's Appetite". Ross Laboratories, Columbus, Ohio 43216. 1977.

Second Year Program

I.

Preparation for the World of Work

Concept: Preparation for the World of Work

Performance Objective: Given a list of jobs in child care and an application form choose a job, compile a resume, complete the application, and write two possible questions you might be asked in an interview. This activity will be evaluated according to criteria on an instructor-developed checklist.

Competencies:

1. Practice good grooming habits.
2. Identify child care jobs in local area.
3. Complete a credential file.
4. Complete an employment application form.
5. Describe the interview process.
6. Identify ways of accepting and rejecting offers of employment.

Suggested Learning Activities:

1. Discuss the importance of good grooming.
2. Brainstorm factors related to being well-groomed.
3. Look through magazines, etc., and choose pictures of clothing appropriate for "on the job". Discuss and evaluate.
4. Research and list jobs related to child care in your local area.
5. Discuss qualifications for jobs listed in activity #4.
6. Discuss ways of finding jobs, i.e. newspapers, employment agencies, word of mouth, etc.
7. Listen to a talk given by a local child care center/nursery school operator on "Qualities I Seek in My Employees".
8. Research and define "credential file" and "resume".
9. Listen to the local business ed. teacher discuss format for activity #8.
10. Collect and review several employment application forms from local agencies which hire child care workers.
11. Discuss interview questions -- list possible questions you may ask or be asked.
12. Role play interview for employment.
13. Discuss how one accepts or rejects an offer of employment.

Criterion-Referenced Measure: Give each student a list of three jobs and the appropriate application forms. Have the students choose one job, compile a resume, and complete the application form. In addition, have the student list two possible questions which s/he may be asked and two possible questions which s/he may ask. Evaluate this activity according to criteria on a teacher-developed checklist.

Suggested References for this Unit:

Child Care and Development Occupations - Competency Based Teaching Modules. Modules 1 and 2.

Exploring Careers in Child Care. McKnight Publishing Co. 1974. Pp. 159-214.

"Occupational Child Development". Mid-America Vocational Curriculum Consortium. 1975. Unit I and II.

Other resources:
1. Local employment agency representative.
2. Local child care center/nursery school operator.
3. Business education teacher in high school or vocational school.

II.

Exploring Careers in Child Care

Concept: Exploring Careers in Child Care

Performance Objective: Given a checklist of desirable characteristics of a worker in child care/development careers and a task analysis sheet of competencies needed in the field, develop a profile of personal potential in a chosen career and formulate a means of correcting deficiencies where noted.

Generalizations:

1. Many career opportunities exist in the area of child care/development.
2. Careers in child care/development require varying amounts of formal education.

Competencies:

1. Demonstrate knowledge of careers in areas related to child care/development.
2. List qualifications needed for specific careers in areas related to child care/development.
3. Identify career possibilities that require two years of vocational education in areas related to child care/development.
4. Define personal career goal in child care.
5. Evaluate interests and abilities as related to career goal in child care/development area.
6. Profile career possibilities beyond immediate career goal.

Suggested Learning Activities:

1. Read and review career possibilities in field.
2. Make a file of career titles and qualifications for each position.
3. In small groups, research one career possibility in the area of child care/development and present findings to class.
4. Make posters, booklet, or pamphlet as a class project of careers requiring two years of vocational education in areas related to child care/development.
5. Develop a slide-tape or video-tape presentation of careers in child care/development and present to parents, community groups, and/or other students in school who have not yet chosen a career goal.
6. Choose a personal career goal and write a plan for achieving the goal. Present both in class to fellow students.
7. Brainstorm possible career paths for student-chosen goals.
8. Construct a career ladder bulletin board or similar visual showing "steps" to reaching chosen goals in the area of child care/development.

Criterion-Referenced Measure: Give a checklist of personal qualities and a task analysis sheet of competencies in the area of careers related to child care/development to each student. Have the students develop a personal profile of their present status and formulate corrective measures for deficiencies where noted.

Suggested References for this Unit:

Caring for Children. Draper and Draper. Chapters 18, 20.

Child Care Aide. Texas Tech, 1977. Unit I, pp. 7-19.

Child Care and Development Occupations - Competency-Based Teaching Modules. Modules 2, 4, pp. 1-14, Appendix E, G. Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402. 1974.

Exploring Careers in Child Care. Cincinnati Public Schools. McKnight Publishing Co. Unit 8.

Good Schools for Young Children. 3rd edition. Dales, Leeper, et al. Chapters 6, 7.

The Nursery School. Read. Chapter 5, pp. 58-65.

III.

Basic Child Development: Infant, School Age

Concept: Basic Child Development - Infancy

Performance Objective: Given a case study describing an infant's development physically, socially, emotionally, and intellectually, evaluate the development of the infant on the form provided. This will be evaluated by the instructor's checklist.

Generalization: Development and growth during infancy is more rapid than at any other time in life.

Competencies:

1. List factors of heredity and environment which influence the development of infants.
2. Identify factors which influence physical development during the first year of life.
3. Identify factors which influence social-emotional development during infancy.
4. Identify factors which influence intellectual development during infancy.
5. Evaluate developmental level of infants.

Suggested Learning Activities:

1. Read and discuss Homemaking for Teenagers, Book 2, pp. 68-71.
2. Brainstorm a list of inherited characteristics of an infant.
3. In small groups, list and discuss how environment affects infant development.
4. Read and discuss The Developing Child, pp. 84-117.
5. Research and state methods of encouraging physical development during infancy and discuss.
6. Discuss "normal" physical development during infancy.
7. Read The Developing Child, pp. 119-148.
8. Research and discuss how language development affects social-emotional development during infancy.
9. Read and discuss The Developing Child, pp. 151-167.
10. Identify, in small groups, methods of encouraging the intellectual development of infants.
11. Invite a panel of mothers of infants to come and discuss infancy.
12. Observe infants in home and school situations and record your findings related to their physical, social, emotional and intellectual growth at various stages of development.

Criterion-Referenced Measure: Give each student a case study in which an infant is described and an evaluation form. Have the students analyze the study and evaluate the level of physical, social, emotional, and intellectual growth of the infant described. Evaluate this activity according to criteria on an instructor-developed checklist.

Suggested References for this Unit:

Child Care and Development Occupations - Competency Based Teaching Modules. Superintendent of Documents. U. S. Government Printing Office, Washington, D. C. 20402. Stock #1780-01360. Modules 5, 6, 8, and 9.

Department of Health, Education, and Welfare. Washington, D. C. 20201.
"Infant Care", Publication No. (OCD)73-15.
"Learning to Talk", Publication No. (NIH)77-43.

The Developing Child. Brisbane and Riker.

Homemaking for Teenagers, Book 2.

Human Development - The Span of Life. Kaluger and Kaluger. Mosley Publishing Co. 1974. Pp. 61-99.

Ross Laboratories. Columbus, Ohio 43216.
"Feeding Your Baby", April 1977.
"Caring for Your Baby, March 1977.
"Mother and Baby Care at Home", March 1977.

VPI&SU Extension Division.
"Babies Look and Learn", Publication No. 673, 1975.
"Babies Touch, Taste, and Learn", Publication No. 672, 1977.
"Play Games with Baby", Publication No. 634, 1977.
"Whys and Hows of Infancy", Publication No. 698, 1975.

West Virginia Competency Based Child Care Curriculum. 1977. Pp. 222-264.

Concept: Basic Child Development - School Age

Performance Objective: Given two case studies of school-age children, describe in writing the physical, social, emotional, and intellectual development of the children and state one method of encouraging the children's growth in each area. This activity will be evaluated according to the criteria on a teacher-developed checklist.

Generalizations:

1. Development is continuous and proceeds in an orderly sequence with periods of acceleration and deceleration occurring in each phase of development.
2. When one aspect of development is taking place at an accelerated rate, other aspects may seem to be on a plateau.

Competencies:

1. Define the terms middle-childhood and preadolescence.
2. State physical, social, emotional, and intellectual characteristics of middle-childhood.
3. State physical, social, emotional, and intellectual characteristics of preadolescence.
4. Formulate methods of enhancing the physical, social, emotional, and intellectual development of children during middle-childhood and preadolescence.

Suggested Learning Activities:

1. Read The Developing Child, pp. 339-406.
2. Discuss developmental characteristics of middle-childhood [illegible]-8 years).
3. Divide into 4 groups and brainstorm factors of one characteristic (physical, social, emotional, or intellectual) of the middle years of childhood.
4. Visit a local elementary school and observe 1st, 2nd, and 3rd graders. Make note of their developmental characteristics. Share with classmates your findings.
5. Observe children from 6-8 years in the community. Do the same as listed in activity #4.
6. Listen to a presentation by an elementary counselor on the characteristics of preadolescence.
7. Discuss in-depth the physical, social, emotional, and intellectual characteristics of preadolescents (9-11 years).
8. Observe preadolescents in the local community and note developmental levels.
9. Listen to a presentation by a 4th, 5th, or 6th grade teacher. Have him/her explain to you the characteristics of that age -- what they like and dislike -- interaction styles, etc.
10. Listen to an elementary principal speak on the intellectual development of middle-childhood and preadolescence.
11. In small groups, develop activities designed to enhance the physical, social, emotional, and intellectual growth of 6-12 year olds.

Criterion-Referenced Measure: Give each student two case studies, one describing a child 6-8 years of age (middle-childhood), the other describing a child 9-11 years of age (preadolescence), and an evaluation form (teacher-developed). Have the students evaluate each study, stating, in writing, the physical, social, emotional, and intellectual development of each child and formulating one method of enhancing development in each area for each child. Evaluate this activity according to criteria established from the case study and on a teacher-developed checklist.

Suggested References for this Unit:

Child Care and Development Occupations - Competency Based Teaching Modules. Superintendent of Documents. U. S. Government Printing Office, Washington, D. C. 20402. Stock #1780-01360. Modules 8 and 9.

The Developing Child. Brisbane and Riker. Chas. A. Bennett Co., Inc. 1971.

Human Development - The Span of Life. Kaluger and Kaluger. C. V. Mosley Company, Publisher. 1974. Pp. 125-166.

Occupational Child Development. Mid-America Vocational Curriculum Consortium. Stillwater, Oklahoma. 1975. Pp. 1D-151D.

IV.

Exceptional Children

Concept: Exceptional Children

Performance Objective: Given five case studies that describe characteristics of and situations concerning various areas of exceptionality, plan learning activities to meet the needs of each child described.

Generalizations:

1. Exceptional children have special needs.
2. Exceptionality as a concept includes children who are considered to be: gifted; mentally, physically, hearing and/or visually impaired; learning disabled; chronically ill; emotionally disturbed; and socially maladjusted.

Competencies:

1. Identify areas of exceptionality.
2. Define areas of exceptionality.
3. Analyze the process used to identify children as having the characteristics of each area of exceptionality.
4. Identify community agencies and organizations that offer servcies for exceptional children and their families.
5. List prevention, intervention, and/or treatment procedures as applicable for each area of exceptionality.
6. Identify appropriate teaching techniques to use with exceptional children.
7. Identify special equipment and materials needed to facilitate teaching exceptional children.
8. Plan activities to meet the special needs of exceptional children.
9. Implement special techniques and activities to facilitate the teaching-learning of exceptional children.

Suggested Learning Activities:

1. Brainstorm and discuss areas of exceptionality in children.
2. Listen to a counselor and/or special education teacher describe characteristics of exceptional children.
3. Research and develop a list of characteristics for each area of exceptionality.
4. Define the terms: gifted; mentally, physically, hearing, and visually impaired; learning disabled; chronically ill; emotionally disturbed; and socially maladjusted.
5. Listen to a speaker from the local chapter of the National Foundation March of Dimes discuss the prevalence of conception, prenatal growth and birth related exceptionality.
6. Interview a school psychologist to determine educational process of identification of exceptional children.
7. Survey fellow students outside of the child care classroom to find out their degree of understanding and their attitudes and beliefs regarding exceptional children.
8. Discuss societal and individual attitudes and beliefs regarding each area of exceptionality.
9. View video-tape or film of exceptional children and discuss in small groups.
10. Compile a brochure of agencies and organizations in the community designed to assist exceptional children and their families. List name, address, and a brief summary of each in the brochure.
11. Visit facilities for exceptional children and observe teachers working with the children.
12. Research methods and techniques of teaching exceptional children.
13. Role play techniques and activities to use when working with exceptional children.
14. Work as a volunteer in a local center with exceptional children.

Criterion-Referenced Measure:

Give each student five case studies describing the characteristics of five different types of exceptional children. Have the student plan two learning activities for each child using the appropriate methods, techniques, and equipment where applicable.

Suggested References for Unit:

A Fresh Look at Retarded Children. National Association for Retarded Children, Arlington, Texas.

An Open Letter to the Mother of a Stuttering Child. National Easter Seal Society for Crippled Children and Adults, Chicago.

Arthritis--The Basic Facts. The Arthritis Foundation, New York.

Children with Special Problems--A Manual for Day Care. Marilyn Dashe. Day Care and Child Development Council of America, Inc., Washington, DC. 1972.

Circle of Children. Television show; many schools have this on video-tape.

Deafness in Children. Film. McGraw-Hill, New York.

Learning Disabilities, a Handbook for Parents and Teachers. Polk County Board of Education, Des Moines, Iowa.

"New Directions for Teaching the Hearing Impaired". The Alexander Graham Bell Association for the Deaf, 3417 Valta Place, N.W., Washington, DC 20007.

Pity Won't Help Here. United Cerebral Palsy Association, Inc.

Preparing Teachers to Work with Disturbed Preschoolers. S. Braun and M. Lasher. Nimrod Press, Boston.

Signs of Eye Trouble in Children. No. 351. National Society for Prevention of Blindness, New York.

Teaching the Gifted Child. J. J. Gallagher. Allyn & Bacon, Inc., Boston.

Tuesday's Child - film.

Free loan films and filmstrips are also available from the National Foundation-March of Dimes local chapters on areas of exceptionality due to trauma at time of conception, prenatal growth, and birth.

V.

Child Abuse/Neglect

Concept: Child Abuse and Neglect

Performance Objective: Given two case studies to analyze, state if each case is one of neglect and/or abuse and why. List the steps a child care provider must take to meet his/her obligations to the child, the family, and society for each case analyzed.

Generalizations:

1. Child abuse/neglect is one of society's major problems.
2. Deviant child rearing practices involve neglect, exploitation, deprivation, and physical abuse.
3. Infancy through age four is the time when most cases of child abuse/neglect occur.
4. Child abuse/neglect occurs at all socio-economic levels and with all races and nationalities within the United States.
5. The ability to parent is not instinctual; rather, it is learned behavior.
6. Abuse and neglect of children by parents can be prompted by psychological and environmental problems such as depression, marital discord, death of a family member, and unemployment.
7. A high percentage of abusive/neglectful parents have themselves been reared by abusive/neglectful parents.

Competencies:

1. Define child abuse/neglect.
2. Identify characteristics of abusive/neglectful parents.
3. Identify symptoms of child abuse.
4. Analyze the scope of the problem of child abuse/neglect.
5. Understand the laws designed to protect children.
6. Understand the responsibilities, according to law, that child care providers have for abused/neglected children.
7. Identify the agencies designed to protect and aid abused/neglected children and their families.
8. Determine appropriate action if child abuse/neglect is suspected.

Suggested Learning Activities

1. Read and discuss HEW pamphlet, Child Abuse and Neglect.
2. View and discuss filmstrip Children in Crisis: Child Abuse and Neglect or view and discuss HERO filmstrip on child abuse and neglect.
3. Read and write a summary report on Dibs: In Search of Self or another book dealing with the same topic (Sybil).
4. Define through discussion the terms: neglect, abuse, exploitation and deprivation.
5. Analyze and discuss feelings and attitudes that people who do not abuse/neglect children have and hold about those who do.
6. View and discuss filmstrip Children in Peril.
7. Listen to a social services professional discuss protective services for children and scope of problem.
8. Research laws designed to protect children from abuse/neglect.
9. Read: Violence Against Children and discuss in small groups.
10. Discuss discipline vs. abuse using related literature.
11. Listen to a pediatrician speak on the characteristics of an abused child.
12. Do "Reaction to Stress" exercise from Growing Children and discuss.
13. Do a survey of agencies available in the local area to assist families during times of crisis.
14. Listen to a person from Parents Anonymous discuss the founding, format, and functions of this self-help parent organization.

Criterion-Referenced Measure

Provide each student with two case studies. Have them read and analyze each in terms of the type of abuse/neglect demonstrated. Have them list the steps that they as child care providers should take in each case to help the child and his/her family.

Suggested References for Unit:

Children in Crisis: Child Abuse and Neglect. Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, NY 10017. 1975.

Child Abuse and Neglect. Brandt F. Steele, M.D. U. S. Department of Health, Education and Welfare, 1976. DHEW Publication No. (OHD) 76-30069, DHEW Publication No. (OHD) 75-70.

Children in Peril. Xerox Corporation

Dibs: In Search of Self. Virginia Axline. Ballantine Books, New York. 1964.

Growing Children. J. Charles Jones. Unit 9. Mafex Printing Co., Johnstown, Pennsylvania.

Helping the Battered Child and His Family. (book)

HERO filmstrip/record on child abuse/neglect. Karen Harlan. Hayfield Secondary School, 7630 Telegraph Road, Alexandria, Virginia. (Free loan)

Violence Against Children. David Gil.

Agencies:

Department of Public Welfare, Division of Child Protective Services, Richmond, Virginia.

National Foundation - March of Dimes. Local chapters.

Other social welfare and mental health care groups.

VI.

Theories of Early Childhood Education

Concept: Theories of Early Childhood Education - Historical Overview

Performance Objective: Given a list of historical developments which have lead to programs for the education of young children, choose two and write a one page summary of each. Include in your summary a brief explanation of the "event", why it was important at the time it occurred, and why it is important today. This activity will be evaluated according to criteria developed by the instructor.

Generalizations:

1. Knowledge of the historical development of education programs for young children helps one to identify past, present, and future trends in the field.
2. The historical perspective of education programs for young children provides a foundation for understanding the basic theories of human development.

Competencies:

1. Identify reasons for studying the history of education programs for young children.
2. Explain historical events leading to the development of education programs for young children.
3. Identify trends in education programs for young children.
4. Evaluate trends in education programs for young children in terms of societal conditions.

Suggested Learning Activities:

1. In small groups, discuss importance of studying the historical development of education programs for young children. Share ideas with fellow class members and compile one class list.
2. Research and discuss basic beginnings of educational programs for young children. Answer the following questions:
   1) What was happening in society at the time?
   2) Why did the "event" occur?
   3) How has it developed since its inception?
3. Brainstorm a list of current developments in society which might, will, or have had an impact on educational programs for young children.
4. Discuss list from activity #3.
5. Research laws pertaining to the education of young children. Prepare a short summary of the law, its purpose and impact and present to class.
6. Interview local persons involved in education programs for young children. Ask them to tell you their perception of current trends.
7. Listen to a panel discussion by persons involved in education programs for young children --Topic: "National and Local Trends and Implications".
8. Discuss trends in education programs for young children as they relate to societal developments.

Criterion-Referenced Measure: Give each student a list of historical events which have influenced the development and direction of education programs for young children. Have the students choose two events and write a one page summary of each answering the following questions:

1) Why was the event historically important at the time it occurred?
2) What was happening in society to prompt this event?
3) Why is it significant today?
4) What current trend relates historically to this event?

Evaluate this activity through the use of a teacher-developed checklist on the historical events given to the students.

Concept: Theories of Early Childhood Education - Developmental Theories

Performance Objective: Given a list of developmental theories, state in writing the person who developed the theory, what the theory claims, and how it relates to education programs for young children. The instructor will evaluate this activity according to criteria on a checklist.

Generalizations:

1. Developmental theories help one to understand the influence of childhood on adulthood.
2. Developmental theories are an attempt to explain the interaction of the person and the environment.

Competencies:

1. Understand the importance of developmental theories in the study of education for young children.
2. Identify basic developmental theories.
3. Explain developmental theories as they relate to the education of young children.
4. Identify persons responsible for various developmental theories.
5. Compare and contrast developmental theories.
6. Analyze the influence of various developmental theories upon various life stages.

Suggested Learning Activities:

1. Research and define the term "developmental theory".
2. In small groups, list importance of understanding developmental theories when working with young children. Share lists with peers -- revise and compile.
3. Read appropriate materials and list developmental theorists with a brief summary of the theory for which they are responsible.
4. Participate in a class discussion on developmental theorists.
5. Make a chart, poster, or bulletin board which depicts the historical development of developmental theories.
6. Compare the historical development of education programs for young children to the historical development of developmental theories.
7. Brainstorm and list possible influences of one on the other -- activity #6.
8. In class discussion compare and contrast developmental theories.
9. Role play and discuss the possible influence of a particular developmental theory on a young child.
10. Discuss the use of knowledge of developmental theories in education programs for young children.

Criterion-Referenced Measure: Give each student a list of developmental theories. Have the student state in writing the person most responsible for the development of the theory, summarize the basic premise of the theory, and explain how it relates to education programs for young children. A checklist on each theory would help one to evaluate this activity.

Suggested References for this Unit:

Child Care and Development. Ames. Chapter 19.

Child Development for Day Care Workers. Highberger and Schramm. P. 207.

Child Growth and Development. Hurlock. 5th Edition. Chapter 26.

Children. Westlake.

Development in Early Childhood. Gardner. 2nd Edition. Chapters 1 and 12.

Good Schools for Young Children. Leeper, et al. Chapters 1 and 8.

The Nursery School. Read chapters 2, 3, and 4.

"Occupational Child Development". Mid-America Vocational Curriculum Consortium. State Department of Vocational and Technical Education. Stillwater, Oklahoma 74074. 1975. Section B, pp. 75-88.

VII.

Selection and Arrangement of Equipment

Concept: Selection and Arrangement of Equipment-
Selection of Appropriate Equipment

Performance Objective: Given a case study which provides room dimensions, location of stationary facilities, windows, and exits, templates of equipment, characteristics and number of children and goals and objectives of program, choose equipment appropriate for the child care center/preschool.

Generalizations:

1. Equipment selection may enhance or limit the potential of the physical plant of the child care center/preschool.
2. Equipment selection plays a major role in the program development within the child care center/preschool.

Competencies:

1. Recognize the need for planning the preschool environment.
2. Identify equipment necessary for a preschool.
3. Identify equipment appropriate for children of various ages.
4. Establish criteria for judging safety and durability of equipment.
5. Identify alternatives to purchasing equipment.
6. Evaluate storage facilities in relation to available and/or projected equipment inventory.
7. Choose equipment appropriate for the children, physical facilities, goals and objectives of program.

Suggested Learning Activities:

1. Research and discuss facility planning in a child care center/preschool.
2. Review catalogs, etc. and note equipment available for child care center/nursery school programs.
3. Study the goals and objectives of the child care/preschool program and list the equipment needed.
4. Tour local child care/preschool facilities and make note of equipment available.
5. In class discussion compare activity 2 and activity 3. Revise original list if necessary.
6. Categorize equipment on lists as to their appropriateness for various ages of children.
7. Develop a checklist to evaluate equipment for safety and durability.
8. In small groups, evaluate pieces of equipment in the child care center/nursery school program.
9. Research sources of equipment. Brainstorm alternatives to purchasing equipment.
10. Discuss proper storage of equipment.
11. Develop, in small groups, an evaluation form for equipment storage.
12. Using the form developed in activity 11, evaluate the equipment storage areas in the laboratory facility.

Criterion-Referenced Measure: Provide each student with the following information:

1. room dimensions
2. location of stationary facilities
3. window and exit locations
4. characteristics and number of children
5. goals and objectives of program
6. templates of equipment

Have each student choose appropriate equipment for the facility and write a brief justification for the choice. Evaluate this activity according to criteria on a teacher-developed checklist.

Concept: Selection and Arrangement of Equipment - Types of Learning Centers

Objective: Given a case study which provides room dimensions, location of stationary facilities, windows, and exits, templates of equipment, characteristics and number of children, and goals and objectives of program, plan a suitable arrangement of one room of a day care center according to the criteria set by the instructor.

Generalization: A planned preschool environment enhances a feeling of security, allows freedom of movement, promotes learning, and provides for the safety of the children.

Competencies:

1. Recognize the need for facility planning in the child care center/preschool.
2. Define the concept of "learning centers".
3. Identify types of learning centers.
4. Choose equipment appropriate to various types of learning centers.
5. Plan learning centers in a child care center/preschool.

Suggested Learning Activities:

1. Discuss briefly facility planning in the child care center/ nursery school.
2. Research and define the concept of "learning center".
3. Listen to a guest speaker speak on the learning center approach.
4. Brainstorm and list types of learning centers in child care center/nursery school programs.
5. Discuss how learning centers promote concept development in children.
6. In small groups, evaluate a specific learning center and list equipiment needed in such an area.
7. In small groups, present activity 5 to class for review, critique and evaluation.
8. Discuss learning center location appropriateness.

Criterion-Referenced Measure: Provide each student with the following information:

1. room dimensions
2. location of stationary facilities
3. window and exit location
4. characteristics and number of children
5. goals and objectives of program
6. templates

Have the students choose and place equipment for specified learning centers within the facility. Students should justify in writing both their choice of equipment and learning center location. Evaluate this activity through the use of a teacher-developed checklist.

Selected References for this Unit:

Childhood Education. Cohen, 1972.

Caring for Children. Draper and Draper, 1975.

Child Care Worker, V-TECS Catalog, 1975. pp. 51-53, 129, 131, 133, and 153-154.

Exploring Careers in Child Care. McKnight. pp. 110-115.

IX.

Providing a Safe and Healthy Environment

Concept: Providing a Safe and Healthy Environment - Insuring Safety

Performance Objective: Given a checklist on factors to be considered to insure the safety of a child in a child care center/nursery school, evaluate the laboratory facilities, equipment, and supplies, and make note of possible safety hazards stating methods to improve the situation. In addition, formulate two procedures for developing safety awareness in the young child.

Generalization: It is the responsibility of the child care worker to insure the safety of the children in the program through properly maintained and stored facilities, equipment, and supplies.

Competencies:

1. Understand the responsibility of the child care worker for insuring the safety of children in their care.
2. Identify safety considerations of facilities, equipment, and supplies.
3. Correct situations in the child care center/nursery school which either are, or may become, hazardous.
4. Formulate procedures for teaching young children safety habits.

Suggested Learning Activities:

1. Read appropriate information.
2. Brainstorm reasons for being safety conscious in the child care center/nursery school.
3. Discuss the adage "An Ounce of Prevention Is Worth a Pound of Cure".
4. In three small groups, develop a checklist for the safety evaluation of facilities, equipment, and supplies.
5. Exchange checklists from activity #3, and use it to evaluate the child care center/nursery school. Note deficiencies in form and revise.
6. Interview child care workers. List most common safety hazards in working with young children.
7. Discuss how accidents can be prevented in the child care center/nursery school.
8. Discuss "modeling" of safe procedures.
9. In small groups, design activities which would teach young children safety awareness in preschool activities (indoor and outdoor).
10. Share activities from activity #8 with peers. Evaluate and revise as necessary.

Criterion-Referenced Measure: Give pairs of students a checklist of safety factors to consider when evaluating one of the following: Facilities, equipment, supplies. Have the students evaluate, using the checklist, the appropriate area and make note of possible safety hazards. Where indicated, have the students state, in writing, the corrective measure to take and state two methods or techniques of teaching safety awareness to children in their given area.

Concept: Providing a Safe and Healthy Environment - First Aid, Handling Emergencies

Performance Objective: Given a case study which depicts an accident in the child care center/nursery school, choose and explain appropriate first aid procedures to follow. This activity will be evaluated according to criteria on a teacher-prepared checklist.

Generalizations:

1. First aid procedures administered promptly and correctly prevent minor accidents from becoming serious in nature.
2. First aid procedures administered promptly and correctly help to alleviate trauma until further medical assistance can be obtained.

Competencies:

1. Identify supplies available and their storage location for administering first aid.
2. Demonstrate the ability to administer first aid for accidents which may occur in child care center/nursery school activities.
3. Develop procedures for reassuring children who have been injured in the child care center/nursery school.
4. Develop procedures for reassuring children who have witnessed or caused an injury in the child care center/nursery school.
5. Identify procedure for seeking further medical assistance if such is needed.
6. Develop procedures for notifying the parents or guardian of an injured child.

Suggested Learning Activities:

1. Research and discuss first aid procedures for injuries such as: bumped head, bruise, cut, animal bite, insect sting-bite, etc.
2. List supplies needed for the handling of first aid in a child care center/preschool.
3. Locate storage of first aid supplies and evaluate the adequacy of them in terms of kind and amount.
4. Role play first aid procedures for specified injuries.
5. Discuss emotions involved during a time of physical trauma.
6. Discuss why it is important to reassure all children when an injury occurs in the preschool program.
7. Role play methods of reassuring children when an injury has occurred in the preschool.
8. Brainstorm kinds of injuries which indicate the need for further medical attention.
9. Listen to a presentation by the school nurse/doctor on emergency treatment of an injured child.
10. Discuss importance of notifying parents and/or guardians when a child has been injured.
11. In small groups, formulate procedures for notifying parents or guardians should their child become injured in the preschool.

Criterion-Referenced Measure: Give each student a case study which depicts an accident in the child care center/preschool in which a child is injured. Have the student state in writing the appropriate first aid for the injury, whether or not the injury requires further medical care, and how to reassure the injured child and other children in the program. In addition, have them formulate a procedure for notifying parents or guardians of the injury. Develop a checklist to evaluate this activity.

Concept: Providing a Safe and Healthy Environment - Promoting Children's Health

Performance Objective: Given a list of health areas, choose two and develop, in writing, a procedure for promoting a particular health practice by young children in each area chosen. This activity will be evaluated according to criteria on a teacher-developed checklist.

Generalization: Establishing health practices early in life helps to insure future fitness and the absence of major health problems.

Competencies:

1. Identify health care habits which could be promoted in the child care center/nursery school.
2. Understand the role of the child care worker in promoting health care habits.
3. Formulate methods and techniques for promoting health care habits in young children.

Suggested Learning Activities:

1. Research and read related literature.
2. Identify, in small groups, provisions in the child care center/nursery school for promoting health care habits in young children, i.e. sinks and toilets of appropriate heights, toothbrushes, soap, toothpaste, combs and brushes, resting cots or mats, etc.
3. Discuss the importance of promoting health care habits early.
4. Interview a pediatrician and ask what health care habits could be promoted in the child care center/nursery school program.
5. Listen to a dental student or dentist discuss preventative dentistry for the young child.
6. Discuss "modeling" as a method of teaching young children health care habits.
7. In small groups, brainstorm methods of encouraging parents to promote health care practices at home.
8. Make posters and charts for promoting health care practices with the children in the child care center/nursery school program and/or develop a presentation of health care practices for young children to be given to their parents and/or guardians.

Criterion-Referenced Measure: Give each student a list of health care areas. Have the students choose two areas and develop, in writing, a procedure for promoting health care habits in young children in each area chosen. In addition, have the student construct a poster or chart to be used in conjunction with the developed activity. Evaluate this activity through the use of teacher-developed checklist criteria.

Suggested References for this Unit:

Child Care and Development Occupations - Competency Based Teaching Modules. Superintendent of Documents. U. S. Government Printing Office, Washington, D. C. 20402. 1974. Module No. 12.

"Child-Care Worker". V-TECS Catalog. Pp. 89-93, 99-103, 123-124, and 137.

Exploring Careers in Child Care. McKnight Publishing Co. 1974. Pp. 128-158.

"Occupational Child Development". Mid-America Vocational Curriculum Consortium. State Department of Vocational and Technical Education. Stillwater, Oklahoma 74074. 1975. Section F. Unit II, p. 19.

"West Virginia Competency Based Child Care Curriculum". Bureau of Vocational, Technical, and Adult Education. State Department of Education. August 1977. Pp. 320-378.

Appendix A.

Cooperative Education

Co-operative Occupational Home Economics

For a number of years Virginia has had co-operative education programs in various vocational service areas. Home economics education is one of the disciplines that teach preparation for occupations through on-the-job training and in-school career-related instruction in a cooperative educational arrangement. Planned and coordinated instruction on-the-job and in-school is the essential element that distinguishes cooperative vocational education programs from regular school along with part-time employment. The second year program can be simulated in an operation within the occupational laboratory. The on-the-job training and in-school instruction should be integrated and mutually supportive of each student's career objective. Instructional content should evolve from the demands placed upon the student in the on-the-job setting.

Preparation of a written "training plan" is done by the teacher-coordinator with input of the on-the-job training supervisor. Behaviorally-stated instructional objectives should be written on the training plan. These instructional objectives are to be derived from the occupational competencies or tasks which the program graduate will be expected to perform. The training plan covers the period of employment while the student is out on the job. An example of a suggested training plan format is illustrated below.

INDIVIDUALIZED TRAINING PLAN

Copy:____

Name________________________ Job Title________________

Firm________________________ Training Sponsor________________

Student's Career Objective________________________________

EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASSROOM RELATED INSTRUCTION
Duty:				
1. Task	X			
a. step 1				
2. Task				

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EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASSROOM RELATED INSTRUCTION
Duty:				
1. Task				

The portion of the training plan which concerns in-school "related" instruction may employ a range of teaching methods. Generally, it is recommended that at least part of the instruction be presented on an individualized basis. This insures that classroom instruction can be directly related to demands at the particular on-the-job training station where each student is employed.

An individual file should be maintained for each student containing student personal data forms, their respective work documents (i.e., social security numbers, work permits, health certificates, training agreements), training plans, written assignments, visitation and evaluation records, and monthly wage and hour reports. Additional teacher-coordinator responsibilities include the following:

- keep abreast of community labor supply and demand statistics;
- maintain up-to-date business survey data;
- conduct student recruitment and screening in cooperation with school guidance personnel;
- monitor program budget to provide necessary equipment, supplies, and travel monies;
- conduct community public relations activities;
- select and orient occupational advisory committee and prepare periodic meeting reports;

- confer with employers and visit students on-the-job;
- provide in-school related instruction;
- coordinate occupational youth organization chapter;
- maintain coordination log and post daily schedule;
- conduct job placement and one-and five-year follow-up studies of program graduates; and
- keep accurate state and local reports.

The concept of a partnership involving the teacher-coordinator, school, and the employer in an educational endeavor entailing specific responsibilities of the student is formalized by a "training agreement". The training agreement is developed prior to training station placement. The teacher-coordinator, student, training station sponsor, and the student's parents or guardian all should sign a training agreement.

The training agreement thereby serves as a tool to develop a clear understanding of each party's commitment in the cooperative educational arrangement. Each party should receive a file copy when the student is placed on-the-job. A sample training agreement format is illustrated below.

VIRGINIA COUNTY PUBLIC SCHOOLS
HOME ECONOMICS DEPARTMENT
COOPERATIVE WORK PROGRAMS
TRAINING AGREEMENT

Date______________

Firm____

Address____Phone______________
Street City State Zip

Student's Name ______________________________________Age_______________

School____Phone______________

Job Title____Beginning Wage____

Total Hours of Employment per Week____________________

Immediate Supervisor ________________________________Title______________

Beginning Date____

COOPERATIVE TRAINING AGREEMENT

Program Policies

1. The purpose of the cooperative occupational education program is to provide planned, supervised on-the-job experiences corresponding to the occupational goals of the students.

2. While participating in the cooperative work experience program, the student-trainee will retain the status of student. No regular worker is to be displaced.

3. The student is expected to be enrolled in the cooperative related class in addition to the cooperative on-the-job experience. The student will receive two (2) credits toward graduation when he satisfactorily completes the cooperative education program.

4. The coordinator, with the assistance of the employer will determine objectives for training on the job.

5. The coordinator will visit the place of employment periodically to observe the progress of the student and to confer with the employer.

6. Grievances of the employer or the student shall be discussed with the coordinator for consideration and adjustment.

7. The rate of pay for the student shall be within a reasonable range of compensation for a beginning employee in the same job. The scale of wage increases and job promotions shall approximate those available to regular employees.

8. The coordinator has the final responsibility for assigning the student's grade since the cooperative program is part of the school curriculum.

Student's Obligation to the School and the Employer

1. PUNCTUALITY - Work schedules are arranged by the employer and the student is expected to report at the given time. The student-trainee is expected to fulfill the time requirements of the job, regardless of school vacation periods.

2. ATTENDANCE - A student who is not in school on a given day is not expected to work on that day. In this situation, call your high school and notify your place of employment by 9:00 a.m. The student must submit a request for absence from the job, signed by the coordinator, to the employer in advance (at least one week) of any required school commitment that conflicts with working hours.

3. CONDUCT - Personal conduct while participating in the cooperative program shall be the responsibility of the student and shall comply with the policies established by the employer and the high school. Honesty is essential -- the student must perform honest effort for the employer.

4. POSITION - Once employed, the student is expected to remain with that employer throughout the school year. Any action taken by the student leading to job termination must have the coordinator's consent. Termination of the training experience by the student without the approval of the coordinator shall result in the forfeiture of credit for both the cooperative experience and the related class.

5. RECORDS - A record of working hours will be kept by the student and handed to the coordinator at the prescribed time each week.

6. ACADEMIC RESPONSIBILITIES - The student must maintain at least a "C" average.

7. WORKING PERMIT - A student who is a minor must secure a working permit prior to taking any job.

FAILURE to follow through on any of these points may result in REMOVAL from the COOPERATIVE PROGRAM, REPLACEMENT on the job, and/or LOSS OF CREDIT for the cooperative work experience as well as the related class.

The employing establishment involved agrees to place the Occupational Home Economics student on the above-named job for the purpose of assigning work which has instructional value and will assist the coordinator in evaluating the student's progress.

1. REQUIREMENTS - A work permit will be needed for each co-op student who is a minor. The assistance of the employer in checking this requirement is requested.

   The salary paid to the work-training student by the employer will be equal to that paid any beginning part-time employee.

   The work-training student will receive the same consideration given regular employees in relation to safety, health, company regulations, social security, and general working conditions.

   The employer agrees to provide a minimum average of 15 hours of employment per week. However, the maximum work week should not exceed 28 hours.

2. TRIAL PERIOD - A three-week trial or probationary period is allowed to provide opportunity for the student to show evidence of proficiency, aptitude, and suitable work attitudes. If the student meets the employment requirements, the Cooperative Training Agreement for both the employer and the student will be considered established.

3. POSITION - Once a student is accepted on regular status (trial period completed), no action may be taken to remove the student from the job without advance notice to the school coordinator.

4. STUDENT-TRAINEE PROGRESS REPORT - Each employer will complete this report for each co-op student at the end of each marking period. The appropriate forms will be furnished by the coordinator.

I agree to the statements listed above.

________________________________ __________
(Signature of Parent or Guardian) (date)

________________________________ __________
(Signature of Co-op Trainee) (date)

________________________________ __________
(Signature of Co-op Employer or Representative) (date)

FOLLOW-UP QUESTIONNAIRE

GRADUATE
FOLLOW-UP QUESTIONNAIRE

Name: ______________________________

Job: ______________________________

Employer: ______________________________

Address of Employer: ______________________________

Name of High School Wage-Earning Course Taken: ______________

Date of Completion: ______________

How do you feel about your job? Please check:
____ Do you like it? ____ Do not like it? ____ Feel indifferent?

What does your job involve? ______________________________

What do you like best about your job? ______________________

What do you like least about your job? ______________________

How did you get your present job? ______________________

___ By Application

___ Through Employment Agency

___ By interview

___ By examination

___ Other method, explain:

What were your yearly earnings (before deductions)? ______________

Are you paid by the hour? ___yes ___no If yes, what is the hourly rate? ____

Do you feel that your training in high school helped you in securing your job? ___yes ___no

Do you feel that your training was a good investment? ___yes ___no
Definitely: ______________________

What problems have you encountered in your job that your training did not help you solve? ______________________________

What problems have you encountered in your job that your training helped you solve? ______________________________

What suggestions would you make for improving the training program to meet the requirements of the job? ______________________

Appendix B.

Advisory Committees

Community Occupational Advisory Committees

The Vocational Education Act of 1976, P. L. 94-482 makes it a requirement for eligibility for funds that local educational agencies utilize advisory committees. Lay advisory groups for occupational home economics provide the necessary bridge between the school and the community work environment. Support for stronger educational programs and job placement of program graduates is increased through effective interaction of occupational representatives and school personnel. The advisory committee is usually a formally organized group appointed by proper authority for a definite term.

PURPOSES OR FUNCTIONS:

Public Law 94-482 requires two functions of each local advisory committee.

1. To provide advice on current job needs, and
2. To provide advice on the relevancy of courses being offered by the local educational agency.

Additional responsibilities for consideration by the local advisory committee include the following:

- Review state curriculum guides and V-TEC Catalogs to select instructional emphasis pertinent to local needs;
- Identify community resources available for program utilization;
- Assist in student evaluation of competency;
- Evaluation of program effectiveness;
- Program support with school administration;
- Assist in curriculum revision.

To fulfill minimal functions, at least three meetings per year, as recommended.

Officers of the committee should include a chairperson, vice-chairperson, and a secretary. These committee officers should be elected at an organization meeting by the committee members. The occupational teacher may serve as secretary or at least provide support assistance by developing and/or reproducing meeting agendas and minutes and coordinating meeting notification. A group of five to nine members is considered desirable. The term of membership of members is usually limited to three years. For further information, refer to the State Publication, Ramey, Walter S., A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education, Richmond: Virginia Commonwealth Univ. and Virginia Department of Education, 1975.

HOW TO MAKE AN AGENDA *

(Suggested Plan)

Before Meetings

1. Notify members at least one week in advance.
2. Agenda should be in their hands at least two days in advance of meeting.
3. Phone members of committee during afternoon of meeting to remind them of meeting. These people are busy and could forget.
4. Length of meeting should be limited to two hours if possible.

At Meetings:

1. Call to order by chair.
2. Secretary read minutes of last meeting
3. Report of prescribed activities since last meeting
4. Comments from Chief Administrator
5. Comments from members of Advisory Committee
6. Old business from last meeting
7. New business and plan of action
8. Adjournment

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* from Board of Vocational Education and Rehabilitation, Advisory Committees Organization and Use in Vocational and Technical Education, (Bulletin No. 7-470) Springfield: State of Illinois, Division of Vocational and Technical Education, n.d.

Appendix C.

The Occupational Youth Organization

HERO-A Vocational Youth Organization

HERO stands for Home Economics Related Occupations and is the title of the Vocational Youth Organization for students enrolled in occupational home economics courses.

Students who have shown an interest in the jobs and careers related to the profession of home economics may become members of HERO Chapters. Through a program of class learning, chapter activities, and job experiences these vocational students encounter many facets of themselves as they look for meaningful, satisfying jobs to compliment their desires, dreams, abilities, and personalities.

The vocational home economics areas to which these students aspire include: food management, production, and services; institution and home management; home furnishing, equipment, and services; and care and guidance of children and the elderly.

HERO Chapters are organized through the school at the local level. Chapter meetings are held during regularly scheduled class sessions enabling all students to participate. The vocational home economics teacher serves as advisor to the local chapter which is also affiliated with both a state and a national organization. HERO Chapter membership continues to grow and is rapidly becoming a strong voice for vocational home economics students.

For further information regarding the establishment of a local HERO Chapter in your school, contact your regional supervisor and/or Future Homemakers of America, National FHA/HERO Headquarters, 2010 Massachusetts Ave. N.W. Washington,D.C. 20036. No vocational home economics program is complete without a HERO Chapter.

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